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ABSTRACT

This resource guide was prepared by the University of Alabama College of Education to assist local education agencies (school districts) in Alabama in formulating effective policy. The authors emphasize that if local control of the schools is to remain viable, education decision makers must view policy development as a comprehensive function entailing systematic formulation and review, and they must cooperate with other educational agencies to achieve effective school district operation. This guide compiles resource materials, such as abstracts from the ERIC system and pertinent state and federal law, so that local school officials can base policy on accurate information. The guide covers such topics as school district organization, school board operation, fiscal management, business management, facilities expansion, personnel, instructional programs, students, public relations, and interorganizational relations. (Author/DS)

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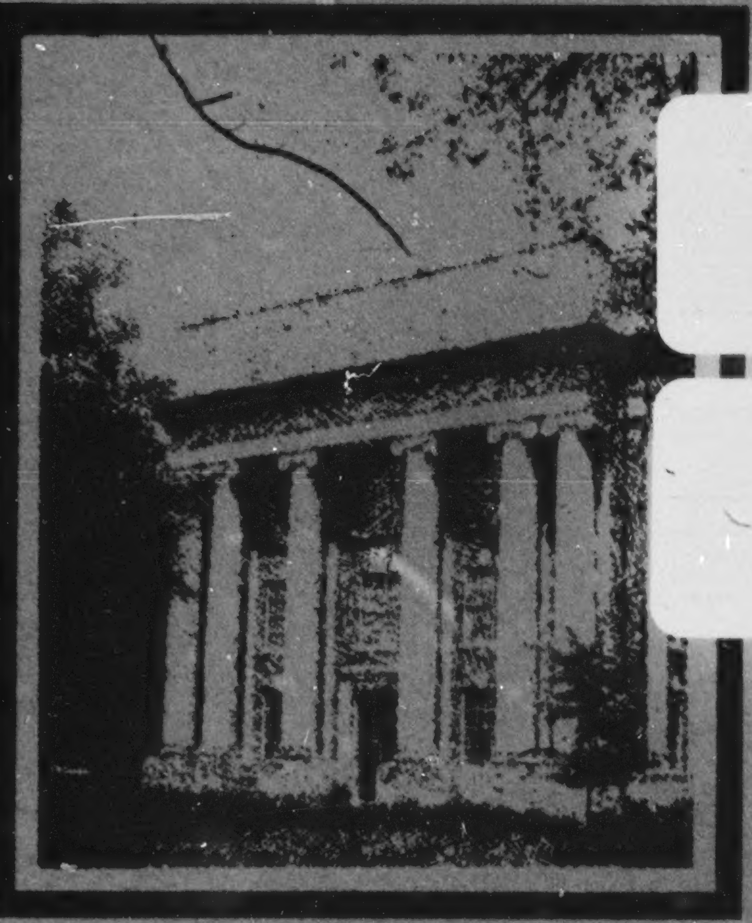
A RESOURCE GUIDE FOR SCHOOL BOARD POLICY IN ALABAMA



Religion, Morality, and Knowledge Being Necessary to Good Government and the Happiness of Mankind, Schools and the Means of Education Shall Forever Be Encouraged

VOLUME I
(Introduction; PART I -- PART VI)

College of Education
The University of Alabama
October, 1977

EA 009 998
Vol. I

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ACKNOWLEDGEMENTS

The principal author of this Resource Guide for School Board Policy in Alabama is Dr. Paul G. Orr, Dean of the College of Education at The University of Alabama. Three other specialists worked with Dr. Orr in the development and organization of the guide: Dr. Bruce Peseau, Dr. Lanny Gamble, and Dr. William Giesselman, Jr. The many, many years of public school administrative experience of this team of authors has, we hope, contributed to the production of a resource guide which will be extensively and continuously used in improving the management of our schools.

Several research assistants and consultants also assisted in the extensive work of design and research work during the past year. Dawson Orr, Bill Sarkis, and Jackson Sasser were very helpful as research assistants in organizing the support material for each chapter and for proofing the drafts. Dr. James Curtis served as a specialist in reviewing the section on school facilities. Dr. Curtis Sellers was the specialist for the section on the increasingly important topic of collective negotiations. Dr. Charles Warren gave extensively of his time in running dozens of computer searches of the ERIC/CIJE data bases, to identify relevant research to support the chapters and subdivisions.

Three other experts also gave us the benefits of their wisdom and experience in the creation of the resource guide. Dr. Randy Quinn, Executive Secretary of the Alabama School Board Association reviewed the draft of the resource guide and its potential relationship to the publication he produced on legal problems of school boards. Dr. Donald Rose, Executive Director of the Southern Regional School Board Research and Training Center, also reviewed the draft from his perspective and experience in working with school boards in the thirteen southeastern states. We are deeply indebted to the counsel and constructive criticism of both Dr. Quinn and Dr. Rose. A third specialist, Dr. Erskine Murray, Assistant State Superintendent of Education, assisted us in the final review of the draft of the resource guide. The combined knowledge and understanding of the current status of school board policy with these three experts will ensure that this publication serves the needs of board members and administrators in the real world of the public schools.

Many, many public school systems from across the State of Alabama shared their school board policies generously with us. Their sense of openness and cooperation was typical of the attitude we believe is necessary to improve our schools. Their policies are infused throughout this resource guide, in the hope that they might be useful to other school systems.

We believe that public education in Alabama has made great strides toward improvement in recent years. We also believe that every school board member, every administrator, and every teacher wants the best

possible education available for our children. This resource guide can contribute to that ideal, if it is used as a means not to constrain and rigidify the school systems, but instead as a source of ideas, suggestions, and policy alternatives from which we can select to help clarify our purposes and describe how we might attain our goals.

PREFACE

This resource guide was prepared by The University of Alabama College of Education to assist Local Education Agencies in Alabama.

Policies which guide the direction of education are increasingly crucial to the continuing improvement of education. If lay control of education is to remain effective, two major advancements must be made: (1) policies must in fact and in spirit guide the direction of each school system, and (2) the difference between lay control and professional administration by a chief education officer must be understood and respected.

This guide is designed to be used as a major resource by all of those who are responsible for or affected by school board policies.

Paul G. Orr, Dean
College of Education
The University of Alabama

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A DISCUSSION OF THE SELECTED READING ABSTRACTS: THEIR SOURCES AND FORMAT, AND A GLOSSARY OF RELATED TERMS

This handbook is built around a core of selected, abstracted readings retrieved from the holdings of a nationwide information network center, ERIC (Educational Resource Information Center). This Center's purpose is to continually select, acquire, abstract, index, store, retrieve, and disseminate significant and timely education-related documents (research papers, speech texts, studies, dissertations, conferences texts, etc.). ERIC prepares two monthly journals, or guides (CIJE, Current Index to Journals in Education and RIE, Resources in Education), which catalogue and update its document holdings. Each document, when it is processed by an ERIC clearinghouse agency, is permanently assigned an eight-digit accession number (also called a report number), and is then published in either of the Center's monthly journals according to a prescribed, uniform format.

This format is maintained with the readings abstracts contained herein; each has its own distinct report number (actually, six numbers preceded by a two-letter prefix: "Ed," denoting that the reading is from a RIE journal; "EJ," signifying that the reading was retrieved from a monthly issue of CIJE guide). The readings resume format employed in this handbook further provides the user with: essential publication data; the abstract itself; descriptors characterizing the subject content of the material; and notes on the availability of the original documents.

Usually, any ERIC system document holding may be purchased also in its unabridged length from one of the Center's agencies in microfiche form.

For a more graphic illustration of the ERIC readings (document) resume format, with its component terminology, utilized in this handbook, please see the "Sample Entry Guide to Information Array" schematic which immediately precedes the Selected Readings Abstracts holdings.

A glossary of selected terms related to the ERIC system, for the handbook user's present or future benefit, is provided below:[1]

Abstract. In the ERIC system, a brief 200 +/- word narrative description of the subject content of a document. Abstracts are tersely written, avoiding non-information-bearing words and wasteful constructions. Each citation in RIE includes an abstract.

CIJE. Current Index to Journals in Education. A monthly guide to the periodical literature covering over 700 major education and education-related publications. It includes a main entry section with annotations and is indexed by subject, author, and journal contents.

---

[1] From, Judith Yarbrough. How to Prepare for a Computer Search of ERIC: A Non-Technical Approach. Sanford University: ERIC Clearinghouse on Information Resources, 1975.

GLOSSARY OF RELATED TERMS (CONT'D)

Clearinghouse. A contractor within the ERIC network that takes responsibility for the acquisition and processing of materials in one of the major areas of the field of education, e.g., Higher Education, Languages, Tests, etc. ERIC Clearinghouses have traditionally been located within non-profit institutions such as universities; the exact number (now at 16) varies with the shifting needs of the educational community.

Descriptor. A generic word for meaningful terms or short phrases which can be chosen from a defined vocabulary for the purpose of describing/characterizing/indexing the subject content of a document.

Documents. Research papers, speech texts, studies, dissertations, conference reports, curriculum studies, etc., that have been put into ERIC system.

ERIC Processing & Reference Facility. The central computerized facility which accepts data from the ERIC Clearinghouses, edits and keys the data, and builds, maintains, and produces various products from the data base. A wide variety of supporting functions are also performed, e.g., acquisitions, lexicography, data conversion, reference, tape distribution, forms control, scheduling.

Indexing. The process of assigning words or terms to documents in order to describe their subject content for purposes of subsequent retrival.

Microfiche. A 4x6" (105 mm x 148mm) flat sheet of film, containing reduced images of document pages. ERIC prepares microfiche for all Level I and II documents announced in RIE, using the COSATI/NMA standard (24x reduction; 98 frames in a 7x14 grid). Microfiche may be made of silver, diazo, or vesicular film. A microfiche reader or reader-printer is required to read the page image.

Resume. A compressed document description including cataloging, indexing, and abstracting data; a surrogate for the document itself. The term resume is used for this concept within the ERIC system; other systems describe their basic record variously as an abstract, digest, precis, brief description, announcement, record.

RIE. Resources In Education. A monthly journal of abstracts announcing recently completed research reports, descriptions of projects and outstanding programs, and other documents of educational significance. It is indexed by subject, author, and institution.

Thesaurus. A collection of words or terms used to classify, index, store, and retrieve information in a data bank. The terms serve as labels. They usually are descriptors, keywords, or data elements found in the text or data being indexed. The thesaurus may be an alphabetized word list or it may be hierarchically structured into specialized fields, subareas, or detailed subject matter. The entries may be single words or multiple words. When the references are cited along with the thesaurus, it becomes an index.

Thesaurus of ERIC Descriptors. A structured vocabulary of over 7,000 educational terms called "descriptors" used to index and enter documents into the ERIC system and to assist users in searching the system.

SAMPLE ENTRY

ED 654 321 56 **CE 123 456**

Smith, John D. ***Johnson, Jane***

Career Education for Women

Central Univ., Chicago, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—CU-2081-S

Pub Date May 73

Contract—NIE-C-73-0001

Note—129p.; Presented at the National Conference on Career Education (3rd, Chicago, Ill., May 15-17, 1973)

Available from—Campus Bookstore, 123 College Ave., Chicago, Ill. 60690 ($3.25)

EDRS PRICE MF-$0.75 HC-$6.60 plus postage

Descriptors—*Career Opportunities, Career Planning, Careers, *Demand Occupations, *Employment Opportunities, Females, Labor Force, Labor Market, *Manpower Needs, Occupational Aspiration, Occupational Guidance, Occupations, Vocational Counseling, *Working Women

Identifiers—Consortium of States, *National Occupational Competency Testing Institute, Illinois

Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date published.

Contract or Grant Number—only NIE or USOE contracts or grants are recorded.

Alternate source for obtaining documents.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS", other sources are cited above.

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).*

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Informative Abstract.

Abstractor's initials.

***The key to these codes is as follows:**

Code	*Description*	*Code*	*Description*
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V, Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

CHRONOLOGICAL ARRANGEMENT OF TOPICS TREATED IN INTRODUCTION
(School Board Policy in the Alabama Local Education Agency)

Section A·

The Importance and Nature of Policy

- The Emergence of Policy
- A Primer on the Roles and Relationships of Boards and Superintendents
- Why Schools Need Policy
- Attaining Organizational Goals: Potential for Conflict
- Section Summary and Commentary

Section B:

Developing School Board Policy

- Determining Need
- Determining Policy Status
- Level and Nature of Policy Function
- Review
- Policy Development
- Procedural Model
- Assistance for Policy Development
- External Sources of Assistance
- Pertinent Considerations

INTRODUCTION

THE IMPORTANCE AND NATURE OF POLICY

The Emergence of Policy

Policy development as a comprehensive function entailing systematic formulation and review has become a recognized need by local education agencies in Alabama today. Additionally, other educational agencies and support groups at all levels have activily generated or sought cooperation arrangements with LEA's and each other to provide rationales and procedures for the development of policy guides, handbooks, etc. This movement towards systematic policy development has received impetus from the complex, comprehensive, and sometimes drastic changes in the nature of school governance and administration in Alabama in recent years.

Education, as a dynamic process and function, changes in response to and anticipation of societal trends, mandates, and aspirations. At a more microcosmic level it respondes or is affected by the competing interests of local pressure groups or by the immediate aspirations of its constituents and organizational members.

The forces, whether generic or specific, which affect and influence education are in relation to each other -- at times competing, mutually exclusive, non-compatible, synergistic, or benign. Their influence on education is profound. The need for consistent, sound, and directed governance and administration has never been greater. A comprehensive informed policy development function can effectively contribute to this need.

The local education agency in Alabama is governed according to the basic pattern of U.S. school board organization and board-superintendent relationships. This pattern is based on a fundamental value long incorporated into school district creation and organization. This value of "local control" is based on the democratic premise that the individual and individual community should have influence and control of the governmental processes which effect them. The second major operating value in school governance and administration is that those best qualified to guide and direct the educational services to the community, (within the boundaries established by local control) should be allowed to do so.

The manifestation of these values for the local education agency is 1) the familiar school board composed of lay persons from the local community who represent the concerns, beliefs, and desires of the citizenry and 2) the superintendent and his staff who represent the best possible agents of the board to provide the expertise, time, and energy to translate community goals into operational programs.

Definitions of policies, rules and information documents vary substantially because each deals with a role definition as well as a functional definition; that is, boards set policy, administrators implement policy throuth various devices, including rules, information documents, et cetera. In practice, however, boards tend to become increasingly involved with functions other than traditional policy determination and trusteeship. The role of the board itself is an excellent example of the need for clearly stated and understood policy by the board and by the superintendents.

The Educational Policies Service of the National School Boards Association (EPS/NSBA) in the U.S.A. uses the following definitions for policies and rules:

> "Policies are principles adopted by the school board to chart a course of action. They tell what is wanted and may include also why and how much. They should be broad enough to indicate a line of action to be taken by the administration in meeting a number of problems day-after-day; they should be narrow enough to give the administration clear guidance.
>
> Rules are the detailed directions that are developed by the administration to put policy into practice. They tell how, by whom, where and when things are to be done."

In addition to policies and rules, all LEA's also have various information documents which may range from a required School Calender to the School Organization Chart to the Title IX Greivance Procedures.

The importance of a board defining its role as a policy group rather than an operating or administering group is best explained by both their responsibilities and their competencies. Their primary responsibility is to establish the direction the school should follow. With a few exceptions, the LEA board represents a school community, and is charged with the responsibility to set a course for the school that is consistent with its reasons for existing. This role is too important to be filled by any single group that is not directly representative and responsible to the school clientele.

Any organization needs someone who is its chief administrative officer. With policy guidance, he or she can develop the rules to carry out or to meet policies. This role must be filled by a professional full-time administrator. This administrator must have the guidance and the protection of the school board. A LEA cannot be all things to all people...

what it is, and for whom, is the responsibility of the board, not the administrator, even though his guidance is needed.

A Primer on the Roles and Relationships of Boards and Superintendents

Lay control may be the single most important characteristic of American education, and hence American schools. Alabama LEA's are operated from this very basic premise. Lay control recognizes that parents and a school "community" should have a strong voice in the education of children and youth. The majority opinion in the U.S. is that education, unlike many other professions, should not be controlled by the profession itself, but that what children and youth are taught is indeed too important to exclude the citizenry in general and parents in particular. The teaching-learning process, however, is the responsiblity of the professional, and lay opinion is limited. This relationship of laymen/professional is the essence of the school board/chief administrator relationship. Hence, the substantial responsibility placed on the board is to guide the school in a manner that represents the best possible education for the children who are eligible to attend (which is a major policy question itself). An obvious problem in confining a board to a policy making role is that many board members are administrators in their own professions and, furthermore, the normal inclination of many people to suspect that they are educational experts. A professional administrator and educator simply cannot respond to several part-time supervisors concerning day-to-day operations of a school. If he is forced into a work pattern in which he spends many hours listening to and responding to individual board members, it is unlikely that he will have time to provide the direct leadership to the school which is needed. This is the primary reason why most board policies give almost absolute power to the board in session, and no power to board members as individuals. If a board continually questions the ability of the superintendent to administer the school or begins assigning administrative responsiblities to individual board members, then it probably should employ another superintendent in whom it has confidence. The board should evaluate its own efficiency also. Curtis, referring to the relationship of the board and the superintendent, writes:

> "Indeed, the efficiency of a board of education is generally indicated by the extent to which it delegates authority and administrative functions to the superintendent and his staff so that the board's attention can be devoted to policymaking, appraisal, and planning. Accordingly, one of the most significant tasks of a board of education is its work with the superintendent of education." (2,p.33)

The question of priorities and priority setting is a major topic for education. How a board utilizes its time is such a question. It is important to comprehend that there is strong evidence that the lack of clearly defined directions for a school constitutes a far greater void than does the lack of rules and day-to-day management. Some school board members may indeed have the competencies to help to administer a school, but there is much evidence that such action is detrimental to the long range development of a school. In the final analysis, the school must have one chief administrator, and all other administrators must report to him or her.

The duties of the superintendent in relation to the board and the duties of the board in relation to the superintendent may vary substantially from one LEA to another. It is incumbent upon the board and the superintendent in any school to define clearly the duties of each in relation to the other. Several lists of duties have been prepared, and some parts of these may be helpful to the LEA's.

Curtis (1972) proposes that the duties and responsibilities of the superintendent should emanate from granting to him much freedom in managing the school, within board established policies, and should include the following:

1. The superintendent should be responsible for carrying out all policies and rules and regulations established by the board.
2. When matters not specifically covered by board policies arise, the superintendent should take appropriate action and report such action to the board at the next regular meeting.
3. All individuals employed by the board should be responsible, either directly or indirectly, to the superintendent.
4. The superintendent should make such rules and give such instructions to school employees as may be necessary to make the policies of the board effective. He should be authorized to delegate responsibilities and assign duties, it being understood that such delegation and assignment does not relieve the superintendent of responsiblity.
5. Except when matters pertaining to his re-employment or salary are being discussed, the superintendent should be present at all meetings of the board.
6. The superintendent should be responsible for preparing and submitting to the board a preliminary budget for the ensuing fiscal year.
7. In accordance with policies of the board, the superintendent should have the authority, within the limits of major appropriations approved by the board, to approve and direct all purchases and expenditures.
8. The superintendent must submit to the board in writing his recommendations for all candidates for employment. The board, while having the authority to reject specific candidates, should employ other candidates only upon recommendation of the superintendent.
9. The superintendent should formulate and submit to the board personnel policies requisite for efficient functioning of the school staff.
10. The superintendent should provide professional leadership for the educational system, should formulate educational policies, and should report regularly to the board on all aspects of the system's educational program.

11. The superintendent should formulate and administer means of evaluating the work of each staff member and make his findings available to the board.

12. The superintendent should be responsible for the development and submission to the board of a plan for the maintenance, improvement, and needed expansion of building sites and other facilities.

13. The superintendent should serve as a representative of the schools before the public, and should be responsible for developing means of keeping the community informed about the schools.

14. The superintendent should keep a continuous inventory of all property, furniture, material, and supplies of the school system.

15. The superintendent should prepare an annual school calendar and submit it to the board for approval.

16. The superintendent should formulate and administer a plan for supervision of the schools.

17. Although the role of the superintendent is not clear when negotiations occur, he should, prior to any negotiations, establish a history of respected working relations between boards and faculties which can serve as a basis for mutual trust and understanding when the negotiation process actually comes to his system. (2,p. 37-39)

Curtis further comments about the superintendent's role and function within the context that indeed schools exist for boys and girls to be educated:

> "One of the superintendent's main functions is to act as educational advisor to the board. The only real purpose of a school system is to educate boys and girls and help them to learn and develop; and anything else which goes on in the system is only incidental to this one single purpose, and not an end within itself. Whenever matters such as qualifications of teachers, instructional methods, or questions involving the learning process arise or are considered, a board of education should look to the superintendent and his professional assistants for advice, counsel, and guidance. There is no substitue for the background of academic and professional training and experience in teaching boys and girls which the superintendent and teachers have." (2,p.39)

The nature and circumstances of LEA's in Alabama can be such that board functions tend not to be in balance: (1) they employ an outstanding superintendent and place on total responsibility for policy and administration, or (2) they become overly involved in the day-to-day administration of the school. Both situations can occur if the following circumstances exist:

1. People are elected or named to the board who simply have no interest in the school; or because they have a special interest... educational, political, social, or vindictive.

2. Newly elected board members are often well-intentioned but are not provided with adequate orientation. Obviously, if a school has not developed policies, role orientation is not productive.

3. A high turnover of board members in a LEA, in the absence of adequate policy direction for the school, results in confusion and sometimes impulsive rather than planned and considered action.

4. A high turnover of superintendents, coupled with a higher-than-normal incidence of undertrained inexperienced administrators, frequently places the board in a position of temporarily assuming some administrative responsibility.

5. The close knit nature of many local communities results in board-supported nominations of personnel for positions of individual friends, who may be charming but unqualified.

6. Even though each LEA is not unique, all do have many differences in additon to similarities. Some boards tend to adopt policies of other schools without adequate deliberation and thereby create confusion about their own direction. If this is the case, the common but serious problem of communication about a school is intensified. Employing a superintendent whose beliefs are not in harmony with the board about the direction of the school is a possible result.

These six examples often result in boards abrogating their primary responsibility of policy development and involving themselves individually in functions which should be confined to professional administrators. Often a board will be so pleased when it does employ a highly qualified administrator, that it will welcome the opportunity not to be involved with the school except in a nominal manner. In the final analysis, any experienced board member tends to agree that the recruitment and selection of a well-qualified superintendent is the single most important decision to make as a board member.

The literature, including guides, reports, recommendations and similar materials usually describes the duties of the board generally as follows:

1. Select the superintendent and support him in the discharge of his duties.
2. Pass upon the annual budget prepared by the superintendent or under his directions.
3. Advise with the superintendent upon educational programs and activities, showing due respect for his academic and professional training and experience.
4. Appoint, upon the recommendation and nomination of the superintendent, teachers, principals, and other employees.
5. In consultation and discussion with the superintendent, determine the schedule of salaries.
6. Require of the superintendent, and review, business and financial reports on the school system.
7. Require regular school progress and achievement reports of the superintendent.
8. In consultation with the superintendent, adopt school polices, by-laws, and rules and regulations.
9. Approve expenditures in line with a budget previously adopted.
10. Act as a court of appeal for teachers, pupils, principals, supervisors, and patrons in cases which the superintendent may be unable to dispose of or which may be appealed from his decision.
11. In cooperation with the superintendent and his staff, make educational and school plans for the future.
12. Appraise or evaluate the work of the superintendent and the public schools.
13. Establish clearly the role expected of the superintendent when and if the negotiation process comes to the system. (2,pp. 39-40)

These duties are general and also are elementary. They do identify duties but they also obviously imply the important but elusive attitude of the board and of each board member.

Various creeds, codes of conduct and of ethics have been developed which relate to school board members. The creed prepared by Phi Delta Kappa is replete with both policy and attitudinal dimensions:

*I will hold the superintendent of school responsible for the administration of the schools.

*I will give the superintendent of schools authority commensurate with his responsibility.

*I will expect the schools to be administered by the best trained technical and professional people it is possible to procure.

*I will elect employees only on the recommendation of the superintendent.

*I will participate in board legislation only after considering the recommendation of the superintendent, and only after he has furnished complete information supporting his recommendations.

*I will expect the superintendent of schools to keep the board of education adequately informed at all times through oral and written reports.

*I will expect to spend more time in board meetings on educational programs and procedures than on business detail.

*I will give the superintendent of schools friendly counsel and advice.

*I will refer all complaints to the proper administrative officer or insist that they be presented in writing to the board as a whole.

*I will present any personal criticisms of employees to the superintendent.

*I will provide adequate safeguards around the superintendent and other personnel so they may perform their proper functions on a professional basis. (35,p.41)

In conclusion, the most important point about the roles and relationships of boards and supertindents is that roles should be clearly defined and understood by all parties, and that policies should be approved only after careful and systematic deliberation, and that rules and regulations should reflect administrative competency.

Why Schools Need Policy

In this section, the proposition is set forth that all schools need to have policy. Simply stated an LEA cannot reasonably set a direction for itself without continuous consideration of the policies which guide it. A major axiom may well be that any important direction a school takes should be deliberate, not by default. Most good schools develop into being schools as a result of planned, deliberate action; most good schools continue to be good schools by the same process. This goal of continuity of development can best be treated by developing policies, i.e., direction by the careful development of policy.

The EPS/NSBA, in its classification system for school board policy, reports the following rationale and reasons for the need for written policy:

> "The need for written policies and a system for keeping them up-to-date and responsive to change has perhaps never been greater. School boards today operate in a cauldron. They must deal with the conflicting demands of millitant employee groups, restless students, angry community factions, and troubled taxpayers. They must cope with new modes of manners and morals, with the 'explosion of knowlege,' with the development of new educational technologies, with profound changes in social patterns and power structures. School boards today are expected to be both 'managers of change and diversity' and also guardians of the best of our nation's traditional values.

-- The job of school board governance today is difficult indeed. Written policies, reflecting the best thinking of the best minds in the local community, make the job possilbe.

-- Written policies show everyone that the Board is running a business-like operation.

-- They inform everyone about the Board's intent, goals, and aspirations. Ambiguity, confusion, and trouble are more likely to result when policies are not in writing.

-- They give credence to Board actions. People tend to respect what's in writing, even though they may not agree with every jot and title in the Board's policy manual.

-- They establish a legal record. This is especially important for those policies that carry the force of law.

-- They are impersonal. They make whimsical administration difficult.

-- They foster stability and continuity. Board and staff members come and go, but the policy manual (kept updated, of course) endures and helps assure smooth transitions when organizatinal or staff changes occur.

-- They give the public a means to evaluate Board performance. Publicly pronounced policy statements prove that the Board is willing to be held accountable for its decisions.

-- They contribute to the Board's efficiency. Many routine decisions can be incorporated into written policies, thereby freeing up Board meeting time for more important matters.

-- They clarify Board-superintendent functions. When the Board establishes policy guideline, the superintendent can get on with his daily work.

-- They help disarm crackpot critics. The accusations of local cranks seldom prevail in districts that have clearcut and timely written policies that reflect thorough research, sound judgment, and careful planning." (73,pp.1-2)

Attaining Organizational Goals: Potential for Conflict

Public schools in America have the propensity either to organize along the lines of the traditional Weberian model for business and governmental bureaucracies or for their boards of control to view their schools's organization from a business oriented vantage. Boards of control in some LEA's commonly have a large proportion of members with training and experience in business or government. Personnel in LEA's have little experience or understanding of profit motives, profit driven decisions, line and staff organization, or attainment of organizational goals by other than normative means. The result of these differences is that there is a higher than average potential for conflict and disagreement between boards of control and school personnel.

One means of understanding this basic difference is to examine how organizational goals are reached. In organizational theory, the relationship between those who have power in the organization, and those over whom it is exercised and their response to it, is known as compliance. Any complex organization relies on the attainment of organizational goals as a measure of success. Power of some form is exercised to attain this compliance by employees. Those in power seek to create the highest possible congruence between organizational goals and the behavior/activities of those who are working to attain them. Power in any organization can be classified as one of four types: coercive, remunerative, normative, or social (even though business usually includes "social" as a part of normative). These major aspects of organizational theory are increasingly applicable to management, leadership and administrative personnel and increasingly applicable to non-technical personnel or personnel whose salary, working conditions, fringe benefits, etc. are determined by collective bargaining. The vestiges of coercive and remunerative power as the primary sources for personnel policies in U.S. organizations overseas remain more evident than they are in the U.S. Deference to the judgments of others because of rank, position, title or grade is more common in business and government than it is in education. These organizational characteristics tend to influence the development of policies and practices in the LEA. Few serious problems result because most board members and superintendents recognize and understand these differences.

The professionally trained LEA administrator tends to function from a power base that is normative rather than coercive or remunerative for several reasons. First and foremost, he believes that the transcending organizational goal of a school is to transmit the culture to each successive generation and to prepare people for an uncertain but complex future (which usually means that learning skills and developing the ability to learn are more important than knowing facts, which are results). Secondly, he is very sensitive to the conditions of learning and teaching which foster (or at least, do not damage) well-adjusted, productive and responsible people. He also knows that the positive conditions which produce or fail to produce learning cannot be specified in detail about one child and one teacher at one point in time. The cumulative effect of education and the infinite number of variables which affect learning are conditions which are not manageable enough to apply to any one teacher at any point in time. Knowing that there is no evidence to support the proposition that compliance of a teacher in teaching children to read is attained by extra remuneration or by requiring that such is attained, the administrator tends to follow normative means. He recognizes that different children learn in different ways at different rates and that teacher styles vary, and many different models work well for different teachers. To illustrate the point, he cannot translate the performance type objective of industry, such as assembling four electronic units each hour, to an educational objective of teaching 20 children to read at one grade level higher during a nine-month period. Under many circumstances, an excellent teacher may be successful with 75% of the children and an average teacher with 85%. He also knows that even though certain behavior must be controlled, that telling a child to behave, or coercing him to read, either by giving him a cookie or a coin, will not result in learning.

The intangible climate which appears to foster better than any other one the teaching-learning process is a structure which is designed to support program goals. (This is stated glibly as "the administrator serves the teachers.") All too often, administrators in schools become comfortable bureaucrats who tend to perpetuate their preferred functions rather than moulding the structure in accord with program needs and the kinds of assistance teachers need in order to develop responsive and productive learning experiences for children and youth.

From this cursory treatment of some of the differences in orientation between business, government, and educational administrators, board members and superintendents may understand better one area of potential conflict. Some of the specific examples which follow may be helpful:

1. There is an inherent and unavoidable conflict of interest when profit-oriented management is applied to schools and education. This does not preclude merit salary increases but it does preclude basing them on the performance of children as the criterion for evaluating a teacher.

2. Organizational patterns for schools must recognize competency as the basis for decision making, and recognize what kinds of decisions can be made best by what personnel with what competencies. For example, most teachers know much more about the teaching-learning process than do most principals and superintendents. Teachers, however, know less about finance, planning, policy and directing resources to priority needs. Teachers are the major source, however, in identifying needs and establishing priorities. They know less about legal and financial constraints, and the management and coordination of constraints to reduce their negative impact on the teaching-learning process. In short, an organization for education should not assume a hierarchy.

3. School board policies should be consistent with philosophical premises that recognize that schools are for children, and that professional employees perform best when accorded respect, involvment, support, and assistance based on what they need to best respond to the needs of children and youth.

Section Summary and Commentary

Therefore, any school needs to have policies, rules and information documents. Policies are developed by school boards to chart a course of action for a school...they identify what is wanted. Rules are developed by administrators to put policy into practice. Reference documents contain information needed by the school board and/or school administrators.

A very common and frequent area of conflict in schools is the relationship between the Board and the Superintendent. First and foremost, Board members should be advocates of the total school and its development and improvement, and should accept the axiom that their power is the collective power of the

Board functioning as a Board. They should not represent a special interest and should not attempt to exert power or influence as individuals. In fact, the exact relationship between the Board and the Superintendent cannot be reduced to a set of policies, but ultimately relies on the spirit and good faith of all parties in being able to identify school improvement as a transcending common goal. This does not mean that a defintion of roles and functions is not needed; it means that if the spirit is missing, the best set of policies possible will not result in a good school.

The Board has a tremendous responsibility to foster the conditions that best support the teaching-learning process. The Board, functioning as a Board, should ascertain that each Board member understands the role of the Board and the appropriate behavior of each Board member. Those who attempt to use the school as a platform for their own purposes should be censured by the Board and removed if necessary. Too often a Board is reluctant to appropriately govern its own members and one bad Board member can create a climate that becomes intolerable. The net result will be a school that is disrupted, and the consequence will be that children and youth will have their education retarded.

The Board should employ a competent superintendent, and he should also be expected to exercise competence and leadership. The Board should be no more reluctant to censure or remove a bad superintendent than it is in dealing with a bad Board member.

There are many lists which describe the roles and functions of School Boards and of Superintendents. All have some value and should be read. The most important, however, are simple:

1. The Board must be composed of people with a sincere interest in the total school, the members should understand the underlying philsophy of lay control of education, they should employ the best possible and

most competent chief school administrator available and should support him and trust him (if they can't do so, they should replace him...not quarrel and squabble with him and the school), they should be available to offer advice but should not pester the superintendent with individual requests for special favors or information (if they have the need for information or if policies need to be changed, such should be handled in a Board meeting), and finally they should do their homework about what course of action the school should be following and about what supporting policies are needed to move the school in the direction that best supports the attainment of its responsibility for the education of children and youth.

2. The Superintendent should be well trained, competent and willing to work in a position that is extraordinarily demanding even under the best of circumstances. He should know and continue to learn more about modern management, the teaching-learning process, planning and policy development and administration. The hip-pocket, frost the cake to cover the cracks, tell the good story, grease the squeaking wheel or shoot the quaking duck administrator is hopelessly incompetent to manage an organization as complex as a school. Such an administrator should re-train or change professions (not just location).

School clientele (and the public) should understand that it is increasingly difficult to get oustanding people to serve as school board members or to enter the field of school administration. The long range consequence of this situation is serious. Understanding, support, and positive help by all concerned with education and schools is necessary if they are to develop and improve as institutions more and more responsive to the needs of children and youth.

All people in LEA's and all of those concerned with them should develop patience, understanding and a high tolerance for ambiguity. The major fact that should sustain and reinforce Boards, administrators, teachers, parents and children is that the progress of the LEA's during the last decade has been exceptional. There is clear, demonstrable evidence that the LEAs of Alabama are providing an increasingly better education each year.

Poor and mediocre schools that never seem to improve are usually those which have no plan or no systematic approach to improvement. Their major commonality is the absence of policy.

Schools which evidence improvement are generally those which: (1) have a plan, i.e., they know where they are at any point in time (status), can identify where they want to be (goals), and have developed specific actions to develop from where they are to where they want to be (strategy); and (2) have developed written policies that guide, control and foster the plan; and (3) have boards, administrators, teachers and clientele who are committed to these three elements above any other considerations.

DEVELOPING SCHOOL BOARD POLICY

This section has six basic purposes which are designed to assist school boards and administrators to develop policies that are appropriate for each individual school. The first basic premise followed is that all LEA's need policies but that the level and nature of this need will vary significantly from school district to school district. The second basic premise is that the capability of the many LEA's to develop policy and to follow it varies substantially as a function of local considerations, organizational complexity, size and competency of personnel involved.

The six basic purposes are created within the context of several major considerations. The purposes and considerations included follow:

PURPOSES	CONSIDERATIONS
1. To assist the LEA to determine its need for written policy.	A. Management sophistication B. Complexity of goals C. Recurring decisions D. Legal and regulatory involvement E. Voluntary requirements F. Continuity and turnover of board and administrative personnel G. Desire to standardize certain decisions
2. To assist the LEA to identify factors involved in determining its policy status.	A. Current written policies B. Policies not in policy manual C. Practice and precedents

3. To assist the LEA to decide the most appropriate level and nature of policy function	A. Policy as a supporting component of a comprehensive planning and management structure B. Policy to provide continuity and to inter-relate rules to a course of action C. Policy to meet critical needs D. Informal policy
4. To assist the LEA to plan and to implement the process of policy development.	A. Policy development within a comprehensive, inter-related plan B. Policy development as a comprehensive need C. Policy review D. Incremental Policy
5. To provide the LEA with a procedural model for policy development as a continuous process.	A. A procedural model
6. To provide the LEA some options for getting assistance for policy development.	A. Approaches B. Committees C. Orientation outline D. External sources of assistance

These purposes and considerations are not in fact separate. Each purpose is related to all others and each consideration is also inter-related. The separation of the purposes and the considerations was the technique used to assure that the points could be considered. The school board and superintendent should find this overview helpful as they decide their own way to develop policy and to get assistance if needed.

Determining Need

Management Sophistication

The level of management sophistication in LEA's ranges from the simple to the complex. However, conditions in education and society today increasingly dictate the need for comprehensive policies. While local considerations influence how much management at what level of competency is needed, judicial, legislative, and other advocacy pressure do determine some goals and stratigies for LEA's. Probably the most reliable measure of a LEA's need for policy is the distance between its status and its goals, If the school is not what its clientlele want it to be, it is usally because of complex reason. These may include: (1) a lack of management expertise, (2) an underdeveloped curriculum and a dearth of instructional processes which meet the needs of pupils in a manner that is consistent with the school's goals, (3) underfinancing, (4) inadequate school plant, (5) undertrained personnel, (6) lack of staff development opportunities, (7) complex relations with governmental agencies, and (8) a multitude of other internal and external factors. The extent to which these reasons exist as constraints or conditions in an LEA will determine the level of planning and strategies needed to assure that the school progresses at a reasonable rate in attaining the quality of education for children to which it aspires. These factors are related directly to the organizational complexity needed and to the level of policy development required to support organizational goals.

Complexity of Goals

Schools, by the nature of the functions they perform, tend to develop or subscribe to complex goals. The principal rationale for the belief that all schools need continuing policy development is based on two factors. First, many educational goals require dynamic strategies and processes, and secondly, it is unlikely that any school does not continue to redefine, replace, and add goals consistent with new and different functions of schooling for children youth, and other clientele.

The complexity of goals to which LEA's subscribe is determined by the policy matrix formed by the demands of local, state, and national statutes and regulations This matrix is compounded with goals that result from the LEA's local potentials, opportunities, and needs.

An LEA today may find it necessary to develop programs (and provide the related support structure) to meet such diverse goals and objectives as

(1) preparation for higher education, (2) extensive vocational preparation, (3) adult remedial education, (4) adult enrichment education, (5) educational services for the special child, and (6) compensatory educational services for the disadvantaged child.

In determining the need for policy, any LEA must consider the complexity of its goals as a major consideration.

Recurring Decisions

The number and frequency of decisions which recur is an additional factor to consider in making an assessment about the need for policy. Some recurring decisions which will be common can be predicted. For example, any LEA can anticipate that some students will be suspended or expelled, that grouping by language ability, aptitude or other measures will be proposed, that curriculum organization will be considered periodically, that personnel practices concerning professional personal, sick leave, collective negotiations, and compensation will be questioned, that demand for expenditures will exceed availability of resources, and that people will need a clear understanding of the goals and purposes of the school. These examples of decision making needs and many others are more efficiently and fairly managed if they are developed into a policy mode. Many administrators are locked into a frame work of constantly repeating elaborate explanations of their decisions because they do not have written policy available. They are also subject to charges of unfairness if they treat the same problem with inconsistent decisions on a case-by-case basis. An important consideration for any LEA in determining the need for policy is the number of recurring decisions which are made, policy decisions which can be anticipated, and the most effective and efficient use of the time and energy of board members and administrative personnel. As a final observation, administrators and board members who are viewed as fair as a result of equitable and clearly stated policies may be nicked occasionally but are rarely cut.

Legal and Regulatory Involvement

Various legal and regulatory contingencies influence the need of an LEA for policies. Since LEA's are viewed as agents of the state, they are subject to various requirements that lend themselves to policy statements. These legal and regulatory considerations influence, and at times decree, LEA goals and the processes and strategies through which they are obtained.

School programs, the clientele designated to benefit from the programs, and the qualifications of personnel eligible to administer the program may all be subject to legislative or judicial mandates.

Voluntary Requirements

Many LEA's subject themselves to voluntary requirements. Indeed, accreditation by U.S. regional accrediting agencies requires that they have a minimal level of written policies. Thus, an LEA may impose on itself certain policies because of its decision to seek accrediation. These policy areas may include: (1) having written policy, (2) having programs and practices that are consistent with stated goals, (3) employing professional personnel who are qualified according to teaching field, professional competence or administrative training, (4) salary minima, (5) pupil-teacher ratio, (6) availability of specialized personnel including pupil personnel and librarians, (7) support for libraries, and (8) many others. The extent to which these voluntary affiliations exist will have a significant impact on the needs an LEA will have for written policy.

Continuity of Personnel

The turnover rate of board members and administrators is directly related to the need for written policy. Turnover rates for teachers and pupils are also important. If policy is viewed as setting a course of action for a LEA and communicating such a course to those concerned, then it is obvious that reasonable consistency must be maintained. Many organizations recognize (and many others suspect) that the first year of employment is dedicated more to orientation than to job performance and the more complicated the position, the longer will be the period of induction. The factors which appear to be most pertinent in decreasing the lag time between employment and reasonable performance are comprehending organizational goals and knowledge and understanding of processes and procedures. An axiom for the LEA concerning the need for written policy is that the higher the turnover rate, the greater the need for written policies.

Desire to Standardize

In determining the need for policy, the LEA must consider the extent to which it chooses to standardize certain practices. Increasingly, the LEA are confronted with the need to be fair, equitable, legal and professional. Fairness may relate to grading practices, to the use of the school plant, to disciplinary practices, to staff personnel practices, or to a host of other items. Written policy is probably the most effective means to assure that the fairness concept is practiced. An LEA needs to determine not only what practices need to be standardized to assure fairness as a deliberate policy, but also to assure that unfair practices do not occur as a result of default, lack of information or confusion on the part of the decision makers. A common error is to assume that only the superintendent is guided by policy. In practice, the Board, a superintendent and all faculty and staff should be guided by certain policies. There are many cases of record in which school goals have been aborted by a principal or a teacher simply because they were guided by their own opinion rather than by written policy. It also helps each group to clarify their own roles and responsibilities in the LEA.

Determining Policy Status

Current Policies

All LEA's have policies, some are highly developed, others are not written or easily identified, but the vast majority of LEA's have policies which are underdeveloped according to their needs. Policy manuals which do exist range from articles of incorporation and by-laws to highly developed adaptations of the Educational Policy Services Guide of the National School Boards Association (EPS/NSBA Policy Information Clearinghouse). The LEA should determine its policy status. This may include existing written policies, policies explicit or implicit in board miniutes, implied policies in brochures, catalogs and other publications, and from practices and precedents. The policy status of any LEA should be related to its determined need for policy. To accomplish this activity, what is available currently must be determined. The second step is more difficult, but assuming the board minutes are available, it is simply a matter of extracting actual or probable policies from these minutes. Board minutes in the traditional form may not be available for three basic reasons: (1) they have not been written or collected, (2) they may be only partially complete because they have been limited only to official acts that relate to the school's legal existence, or (3) they may not be minutes, i.e., motions and actions taken on them, but a running commentary of opinions and discussions but with no clear decision being evident. A decision must be made about the validity and reliability of the minutes as a source for policy by the school according to its own situation. In most cases, the minutes will provide a policy source, in some cases explicitly, and in other cases, implicitly. These simply must be ferreted out.

Policies Not In Policy Manual

Many LEA's have the substance of policy implied in materials prepared for purposes other than policy manuals. In many cases, these implied policies have evolved without formal Board approval as such, even though usually with Board acquiescence or default. For example, a recruitment brochure for a superintendent or for teachers may include precise statements of school goals and positions guides (job descriptions) which may not otherwise be available. Catalog and other printed materials often include implied policy concerning financial procedures, curriculum, goals, board organization, parent-teacher organizations, grading and reporting and many others. Implied policies in printed form prepared for purposes other than policy provide a rich source of materials which can be used as an LEA determines its policy status. This review process also provides the LEA with knowledge about its representations to external people or agencies.

Practices and Precedents

LEA's in some cases have policies which are based on practices and precedents but which have not been written or formalized. It is more common than safe to rely on "that's the way we have always done it" as a guiding policy. Small, simple schools with assured continuity of key personnel tend to rely on practices and precedents rather than on written policies. The major questions for an LEA are, (1) is it, in fact, small and simple with long-term personnel, and (2) if so, how long can it remain as such? Such a school probably does not exist;

however, even the school which has evolved into a more complex organization may tend to continue to rely heavily on practices and precedents. A perusal of a policy outline with the reader asking himself "do we have a policy and, if not how do we handle that?" may cause to surface a large number of potential policies. This procedure will cause to be identified many of the policies which are followed, but not formalized. This is an excellent and very productive source of material as an LEA seeks to determine its policy status.

Level and Nature of Policy Function

After a LEA has decided its need for policy and its current status concerning policy, it should consider and decide the level and nature of the policy function most appropriate for the school. This may be the single most important decision which will be made concerning policy. The number of alternatives is great and the factors to be considered are countless. Some general categories, however, will be helpful to the Board and the Superintendent as they consider this area of decision. The categories are overlapping and interrelated, but some combination or modification of them should describe the level at which the school decides to develop policy.

Comprehensive Planning and Policy

If what the school seeks to accomplish and provide (goals) requires a complex structure to attain, and a systematic plan not only to move the organization toward goals but also toward a systematic procedure to renew and refine goals and strategies to reach them as the status changes and develops, then the school needs a well-trained administrator to manage and guide a comprehensive development plan. Policies in this case become a part of an overall and transcending plan which requires policies, rules and planning competency. Few schools are now at this stage; however, there is compelling evidence that increasing complexities of society will require that the traditional and tested roles of boards of control and administrators for schools will be dramatically altered in the future. Obviously, if a LEA does not have complex organizational goals and complex problems and potentials, it would be ill-advised to overorganize. Futhermore, few current administrators have the advanced competencies in planning and development needed for this level of operation. Nevertheless, it is probable that the large, complex LEA should begin to view policy development in this broader and more comprehensive context.

Policy and Continuity

The level of policy probably most common to the needs of the vast-majority of LEA's is policy to provide continuity and to interrelate rules to a course of action. This level is one at which the policy function is viewed as a means to create internal consistency and to assure that the school's goals are supported by policies which guide the superintendent and others who make decisions. The majority of policy guides and statements of roles and functions for school boards in the U.S. are directed at this level and are helpful if selected and adapted carefully to the particular circumstnaces of an LEA. LEA's currently with well-developed policies, generally operate at this level.

Policy and Critical Needs

Some LEA's maintain a level of policy development no higher than that required to meet critical needs. In such cases, the nature of policies relates to the need. Accreditation by U.S. regional accredition agencies requires that written policies be available as a condition of approval. Many LEA's are first motivated to develop policy because of a critical need based on an external requirement. Additionally, critical needs may emanate from internal circumstances. These may include two or three critical problems which the LEA must handle, for examples: (1) the formation of a teacher's union, (2) an unanticipated but dramatic increase or decrease in enrollment, or (3) a civil suit charging denial of due process in the suspension of a student. The LEA, which develops policy only after it is needed to treat a critical problem, tends to have no more policies than those needed to cover critical, crucial and controversial areas of operation. Such schools may be characterized also as having no more policy than that which is required. This laissez faire approach to policy tends to equate the roles of the school board with government intervention and the direction of the school with the economic order; the net result of the influence of this concept is that the school board has decided not to have any significant formal influence on the course of the action the school will follow, or more precisley, an abdication of responsibility.

Informal Policy

Some LEA's have no more than informal, written policy. Informal policy is the level which exists if the policy function is viewed either as simple or as a constraint to be avoided. If viewed as simple, there may be only one policy which is to follow all of the rules, regulations and requirements of the external agency or agencies which have the power of law over the school. Schools without written policies may be assumed to have informal policies. A legitimate reason may be that the school is so small and so uncomplicated that policies simply are not needed. Many administrators have nostalgic yearning for such a school; however, few are to be found. A more common circumstance among LEA's is to have informal policies as a deliberate means of maintaining maximum flexibility. It is probable that most LEA's have some areas in which policy should be informal; it is improbable that any LEA needs informal policy in all areas; and it is likely that all policy areas can be formalized at a generalized level if appropriate provisions are made to suspend certain policies because of extenuating circumstances. There are usually more disadvantages than there are advantages in relying on informal policies.

Review

Thus far in this Section, the user of this guide has been provided assistance to help to make three decisons: (1) How much written policy a LEA needs based on considerations both real and pertinent to the school, (2) How much policy the school currently has based on a comprehensive review of existing policy and policy sources, and (3) How the level and nature of the policy function may be determined based on the characteristics and nature of the school and those responsible for it. The consideration of these three purposes should prepare a school board and the school administrator to determine their course of action concerning the fourth purpose, which is to consider the process to be followed in developing policy for the school.

Policy Development

The most common error made by schools in general, and by LEA's particular, is to underestimate the complexities involved in the process of policy development. Based on the assumption that a LEA School Board and Superintendent have determined the level of need for policy, have determined their current policy status, and have decided the most appropriate level and nature of the policy function they need, they are in a position to plan and implement a process to develop policy. The nature of the process may be viewed at four distinct levels, even though operationally more than one level, or some combination of levels, will usually be used: (1) policy development within a comprehensive, interrelated plan, (2), policy development as a comprehensive need, (3) policy review, or (4) incremental policy.

Within a Comprehensive Plan

The LEA which decides to deliberately and systematically plan its future, and has determined that conditions and circumstances are such that it can do so, will probably decide to engage in a comprehensive self study and futures planning activity with one component of the study dedicated to the policy development function as an integral part of the total plan. Schools which already have comprehensive plans should have one continuing component dedicated to policy development, or should create such a function. Ideally, policy is always related to goals and is also interrelated. These relationships occur normally when policy is developed as a supporting system within a comprehensive study.

Comprehensive Need

The most common circumstance in the LEA is policy development as a comprehensive and continuing need. This book will be the most helpful to this group of schools. LEA's with a great volume of existing policy or with little written policy, commonly have not developed policies or revised existing ones that are consistent and responsive to their current and future circumstances. In other words, three common situations can exist which reflect a comprehensive need for policy development; they are: (1) changes occur in practice without compatible changes in policy, (2) practices develop for which no policies exist, and (3) practices need to develop but no supportive policy exists. Such situations result as a normal consequence of change in an LEA in which policy development has been viewed as a heroic function rather than a continuous process. Some common considerations reflective of these circumstances include: (1) a school in a LEA has discontinued religious instruction although policy requires such instruction, (2) a school which has allowed community use of school plant facilities yet no policy exists, (3) a LEA has failed to change promotion, hiring and retention policies to reflect current practices, and (4) a LEA has greatly expanded programs, operation and personnel through Federal funding without developing supporting policy. If, indeed, there has been a substantial lag time during which policies have not been developed or revised to promote and support current practices, then policy development should be viewed as a comprehensive need.

Policy Review

Some LEA's have developed policies which are adequate. Policy review, however, is a process which is recommended to all schools; By reviewing existing policies against a policy guide, a LEA may determine systematically that it has what it wants and needs, or more probably, it will discover some voids or some areas in which improvements can be made.

Incremental Policy

The most elementary process of policy deveopment is the one of incremental policy. Simply, this process is to develop policies as they are needed to meet a specific problem or to expand an existing policy to meet a new, untreated dimension. In this case, this book may serve as a ready reference.

Procedural Model

A primary premise on which this book is based is that policy development should be a continuous process.

In a school organization, the final authority is the Board and as such, the authority to adopt policies is vested in the Board convened in a regular session. Most Boards are comprised of lay citizens whose professions and expertise may not be related to educational matters, or, whose livelihood leaves little time to spend in the formulation of educational policies. Consequently, Boards usually authorize their cheif executive officers (Superintendents) to formulate recommended educational policies or to cause such to occur. Once the proposed policies are formulated, they are presented to the Board for review, modification, and, then adoption.

A Procedural Model

Since policy formulation and adoption are integral aspects of LEA's operations, it is necessary to have a process whereby policies can be formulated and adopted. The general procedures are as follows:

The Board or the Superintendent determines a need for policy. There may be many sources. The Superintendent informs the Draft Writer* of such a need and authorizes him to write the policy.

The Draft Writer develops the draft policy and submits it to the Superintendent who then reviews it. If the policy is not satisfactory, the Superintendent returns it to the Draft Writer with instructions. If the policy is satisfactory, the Superintendent submits it to the Board.

The Board reviews the policy, and if the policy is not satisfactory, the Board gives it back to the Superintendent with instructions and/or recommendations. If the policy is satisfactory, the Board formally adopts the policy and instructs the Superintendent to implement it.

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*This may be one person, a committee, teacher, principal, parents, consultants, or any mix thereof.

The Superintendent enters the adopted policy in the Policy Manual and initiates the development of operating procedures to satisfy successful implementation of the adopted policy. The Superintendent forwards the adopted policy to his staff.

The Draft Writer completes the writing of the operating procedures and forwards them to the Superintendent who then reviews them. If the operating procedures are not satisfactory, the Superintendent returns them to the Draft Writer with instructions and/or recommendations. If the operating procedures are satisfactory, the Superintendent may or may not submit them to the Board for review. The decision itself...to submit it or not... is a matter of policy. Usually, the Board and Superintendent should decide what further review is necessary according to the nature of the policy. It is mythological that policies and procedures/rules are discrete functions.

The separation of function should be based on competency. The Superintendent is primarily responsible for decisions that relate to curriculum and instruction but the Board is usually equally qualified in non-teaching matters. The important point is to assure that a clear understanding exists.

If the operating procedures are not satisfactory, the Board gives them back to the Superintendent with instructions and/or recommendations. If the operating procedures are satisfactory, the Board approves them and submits them to the Superintendent.

The Superintendent then informs his staff about the adopted policy, the operating procedures, and the time when said policy is to be effective.

Assistance For Policy Development

Approaches

There are many different approaches which are used to develop school board policies for LEA's. The approach used is usually determined by a number of factors: the magnitude of the task, the philosophy and practices of the board, the administrative time available, and the availability of assistance.

The magnitude of the task is usually determined by the extent to which policies have been developed in the past. If no written policies are available, the task is enormous; if comprehensive written policies are available, the task is a normal function. Most LEA's are at a stage of development at a point between these two extremes.

The philosophy and practice of the board also influence the approach used. If the board views policy development as a continuous process, it is usually approached as a normal function. The board, conversely, may view policy development as a function performed in response to a direct need, for example, as a requiremnt for the accreditation or as a crisis that must be managed. Furthermore, the practice of the board may be based on the premise that they are to exercise their own best judgment, or conversely, that they, as representatives of the "school community," should represent the will of those they represent. The influence of these factors individually or in any combination will determine to a certain extent how policy is developed.

The administrative time available for the preparation of policies for board consideration will also influence the approach used in developing policy. If the Superintendent and/or his staff have as one of their primary responsibilities the development of policy, then much of the work is accomplished internally.

The availability of assistance is both a geographic and an economic consideration. It is also related to the level of competency needed by the LEA's. These conditions influence the approach to policy development.

The procedure to determine policy is or should be similar in all LEA's even though the approaches may be different. This is true because a board cannot delegate its responsibility to review, consider and approve policy, but it can utilize different approaches.

Probably the most common approach used to develop (or to review) policy is for the superintendent, or someone or some group designated by him, to develop the draft policy for board consideration. For certain common areas and simple policies, this approach is probably the best one.

Committees

For more complex policies, however, a more elaborate approach is usually needed. The Committee Model for Policy Development (146, pp.1-14). recommended by The Research and Training Center (RTC) for the Southern Regional School Board Association, is presented in a modified form* as one example of a rationale for the committee mode and also a guide to foster the effectiveness of the committee approach.

Despite all of the derogatory comments directed at the work of committees, they are essential for the development of sound and implementable educational policies. A fundamental tenet of the democratic process is that those affected by policies and decisions should participate in developing them. One of the

*The sections headed "Committees" and "Orientation Outline" are adapted from the SRSBA/RTC manual with permission.

basic principles of policy formulation is to include representatives from all groups that will be affected. Therefore, the formulation of policies should include the efforts of those who represent the authority (i.e., the school board) and should contain input from those who will bear responsibility for their application and implementation (i.e., the staff, students, and school community).

There are many ways to utilize the efforts of committees. The utilization pattern that serves the best interest of the particular LEA should be selected. However, the days of the superintendent and board as the sole participants in the policy development process are gone, and any LEA that by-passes the involvement of those affected will not and cannot develop sound and implementable policies. (146)

The purpose of the committee is to make recommendations to the superintendent for further consideration and potential recommendation to the board. The committees do not establish policies, merely recommendations. The board as a legally constituted body, is usually granted the authority to make the decisions regarding the priorities and operation of the LEA. Accordingly, this responsibilit cannot be delegated. (146)

With proper advance planning, advisory committees can be of immeasurable value to a LEA and to the school community in general. Among the benefits are these:

- Establishement of a committee can force or crystalize the recognition of a problem facing the LEA.
- The school community can be involved in a beneficial manner and gain information about the LEA and education in general, through committee study.
- New lines of thought will occur as committee members (and school personnel) delve into the study area.
- Ideas and suggestions will be provided to the board.
- Committee members will carry ideas and attitudes to others in the LEA community.

- Final reports and recommendations of the committee to the board may reinforce existing board opinion. The board may then feel confident to act.

Certainly, committees can create problems as well as solve them.

If planning is not done well, these negative situations may result:

- If the final report is shelved with no immediate action, committee members will view their work as worthless.
- If the committee oversteps it charge or assignment, the problem is not studied properly, and the final report is of little value.
- If the committee membership is not representative of the LEA community to the degree necessary, recommendations will arise out of an unrepresentative group and taint the final report.
- If the committee is appointed at the wrong time of year or with too much time for the study period, the interest of the committee members wanes.
- If the ground rules for communication (between the committee and board, news media and general public) are not drawn properly at the outset confusion as to what is to be said to whom sets in.
- If the committee conducts little substantial research, the final report is a collection of generalizations and opinions of little value to anyone.
- If recommendations of a committee allow only one course of action, the board may be hesitant to move in that direction immediately.
- If the advisory committee members assume that all recommendations will be acted upon immediately, prudent reaction by the board may be taken as refusal to act by committee members. (146)

Persons experienced with successful committees suggest that a number of questions should be asked... by board and administrators... before final arrangements are made for a citizens' advisory committee:

- What is the problem? Is it well enough defined for a committee to dig into?
- Is it the kind of problem a citizens' committee can deal with or are there other better ways of resolving the situation?
- What is the charge to be given to the committee? What is it expected to do? Are there limitations imposed on the committee?

- Who should be on the committee? How are members to be selected? What qualifications should they have? Will membership be representative of the school community?
- How large should the committee be? Will there be enough to conduct business and yet not too many?
- How long does the committee have in which to conduct the study? Is it sufficient to do a good job.
- Is the committee charged with making a report? To whom? Will the report be made public?
- What provision has the board or administration made for continuing communication with the committee.
- What resouces are available to assist the committee in its study?
- Who will provide the leadership for the committee? How will this person or persons be selected? Do committee members know this before accepting membership on the committee?
- How will decisions be made in the committee? Should this be left up to members or is there a preferred method?
- When the committee has completed its work, what sort of recognition is planned... a dinner, a letter, a certificate, or what? (146)

Orientation Outline

Before there can be misunderstandings it is probably wise to define some basic terms so thet they will be fresh in the minds of the individuals who will be working in the policy codification project. The first major point to be discussed is the difference between a policy project and a policy process. (146)

"ASOS board policy development is a dynamic process. The job of making and revising school policy never ends because there is literally no end to the problems, issues, and needs that come before the board and require policy determination. The school board's policy manual can and should be a dynamic instrument for change."

The Policy Project is a definite undertaking intended to accomplish a specific task (to create a systematized ASOS Manual of Board Policies and Administrative Rules from existing documents and current practices) within a limited period of time.

A project has a beginning and ending whereas the process is an endless continuum." (179)

The second point that must remain clear in the minds of the individuals is the relationship between policies and administrative rules. EPS/NSBA defines the terms in the following manner:

> "Written policies are the chief means by which the accountable school board governs the schools; administrative rules are one of the means by which the board's executive agent... the superintendent... sees to it that policies are carried out. In addition to his formal rules and regulations, the superintendent performs his administrative function in many other ways... through informal memoranda and directives, by holding meetings, by inspiring staff, by coercing when necessary." (179)

In order to answer many of the questions that may arise, such as: who should be involved in the development of school board policies; what are some procedural steps to insure the desired level of involvement; what are some possible ways of structuring and organizing the efforts of the people involved; and what are some ways to conduct the necessary communication, validation and approval procedures, an operational model with the understanding that the various components of this model may be arranged in many ways to best fit the needs of a particular LEA is needed. These components are considered necessary integrals to a model for developing written school board policies. The basic components are:

(1) The board of education... The board must be committed to and involved in the policy formulation and adoption process. The board functions within the model as the legalizing authority for the initiation of the policy development process and the adoption of the proposed policies.

(2) The superintendent... The superintendent, as executive officer of the board and administrative head of the LEA, functions within the model in four distinct capacities. He functions as:
a) the overall coordinator of functional processes during the operation of the model
b) the legitimizing authority for committees and the policy draft writer
c) the evaluator of proposed policy draft statements, and
d) the liaison between the board and the remaining components of the model

(3) The policy draft writer... The policy draft writer, as the superintendent and board's authorized agent, functions within the model in four distinct capacities. He functions as:
a) the primary research consultant
b) the primary technical writer and editor
c) the coordinator and director of the research, review, and evaluation committees
d) liaison between the research, review, and evaluation committees and the superintendent

(4) The research, review and evaluation committees... The research, review, and evaluation committees operate by authority granted by the superintendent and under the direction of the policy draft writer. During the operational process of the model, these committees function as:
a) the secondary research consultants
b) research, review, and technical assistance afvisors to the policy draft writer, and
c) evaluators of the proposed policy drafts.

(5) The source of information... The source of information component is non-functional. It is supportive in nature and is used to identify source of data for input to the model's operational process.

(6) The codification system... The codification component functions as the storage unit for the output of the operational model. The codification component consists of a codification, storage, and retrieval system for written board policies. (146)

This systematic approach to the task of developing an LEA policy manual insures that the coordinated involvement and the desired relationship is maintained by the individuals concerned.

Once the LEA has designated the individuals who will be involved in the committee(s), the basic role and function of the committee will be reviewed.

The committee functions as (1) the secondary research consultants, (2) research, review, and technical assistance advisors to the policy draft writer(s), and (3) evaluators of the proposed policy drafts.

Members of the committees will be encouraged to solicit information from peer groups concerning areas where new policies are needed or areas where existing policies need revising or deleting. Committee members are also requested to solicit information from school clientele and others related to the LEA which serve as input data for policy formulation.

It should be emphasized that the committee(s) propose policy drafts, or recommend policies, but do not make policies.

In the event that the committee reaches an impasse, the draft writer may identify: (1) a majority recommendation, (2) a minority recommendation, (3) previous practices, (4) pertinent legal ramification, and (5) recommendations of the draft writer. The superintendent then has the authority to make whatever recommendations he considers valid and implementable to the school board for their consideration. (146)

The individual members of the policy service panel who will be involved in the committee(s) for levels two and three (working on-site with a LEA) will function in the role of the guest consultant,* and either be a committee chairman or an "ex-officio" member of the committee (depending upon the wishes of the LEA).

The panel member will be responsible for performing the following tasks in working with the LEA:

1. Conduct an orientation session with the board, superintendent and committee(s) to explain the purpose, scope, and procedures that will be employed during the project. (copies of the committee mode process and committee procedures will be given to committee members.)

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*May be a consultant, an interested person in the local community with expertise, or others.

2. Schedule the committee meetings. (Dates, topics)

3. Provide sample policy statements and/or procedures (for committee discussion and review).

4. Refine the policy statements with regard to vague wording, tone, etc., and cite legal references when applicable.

5. Incorporate and present the suggested policy drafts to the superintendent. (A meeting with the superintendent once a month or file progress reports.)

6. Review any revisions the superintendent may want concerning a particular draft with committee members.

7. Maintain the "master manual" for each committee which contains the recommended policy drafts. (146)

Once the calendar for the project has been established, the committee meetings should be scheduled and a tentative agenda or projected topics should be outlined as business items for each meeting. By developing an orderly format, greater planning, research and preparation can occur before each meeting.

The committees will function in the mode of a working committee and operate under Robert's Rules of Order. The policy draft that is acceptable to the majority of the committee members will be sent to the superintendent. On occasion, the committee may elect to include:

(1) A minority recommendation
(2) Identify previous practices
(3) Cite pertinent legal implications and/or
(4) The recommendation of the panel member. (146)

External Sources of Assistance

There are many external sources of assistance available to the LEA interested in developing board policies. Some sources are more experienced than others in working directly with the LEA, but each is indeed a potential source of assistance.

1. U.S. Regional Accrediating Agencies. Many regional accrediating agencies provide materials and advice to LEA's concerning policy and policy development.

2. Colleges and Universities. Many colleges and universities have extensive experience in policy development.

3. Other LEA's. Many districts have highly developed processes for policy development and can provide experienced advice to other LEA's.

Pertinent Considerations

There are several consideratons which should be recognized by local Boards of Education and Superintendents which are related directly to policy and rules, but which do not usually appear in policy guides:

1. It is unlikely that any LEA has need for all or even most of the items which are included in this guide or in other guides or outlines. It is equally unlikely that all LEA's have the need for the same policy topics. Therefore, the comprehensiveness of this guide includes more topics than any LEA needs but each item is probably pertinent to some school.

2. Based on the experience of many superintendents and board members, schools without written policy or with too much written policy tend to operate in a similar manner, which is simply creating operating policy each time the need requires it. All schools need written policies but schools should not develop policies simply for the purpose of having them. Policies should assist a school to accomplish what it seeks and aid the administrator. If policies become a burden and consume more time and energy than they save, they are probably inappropriate.

3. There are few policies which do not have exceptions. Three major points should be considered concerning this. First, policies should not be approved which treat topics in detail which do not, by their nature, lend themselves to detailed treatment. Examples may relate to work permits, importation of instructional materials, and certain local regulations. Secondly, policies concerning personnel may be rigorously controlled by labor laws and the policy may be no more than authorization for the superintendent to guide them in matters related to the labor laws. Thirdly, a policy which authorizes the superintendent to suspend policies or make exception to them is needed. The major policy question is how he does it. The options are usually: (1) individually (or in consultation with the Board President) with advisement of such action to the Board at their proximate meeting, or (2) with the approval of an executive committee of the Board.

4. Policy can be used inappropriately to legitimize the action of the administrator or the Board if they care to use it, but not bind them if they choose to ignore it. If exceptions to policy become frequent policies should be rewritten or abandoned.

5. Many school administrators have not had recent training in planning and tend to view policies as separate from an overall school plan for development and improvement. This separatist orientation is not adequate to the governance needs of education today. Schools must develop plans to interrelate goals and policies determined locally

with municipal, state, and federal opportunities and constraints and with case law and court orders.

In spite of many definitions and clarifications, the line between policy and rules is very narrow. In practice, superintendents are directly involved in policy and rules (administration) and Board members in LEA's necessarily become involved in rules as well as policy and trusteeship. For example, it is quite appropriate for the Board to consider and approve the rules and procedures for the collection of tuition and the consequences of non-payment. It is also expedient for the Board to be involved in rules and procedures and conditions of several policy areas, such as use of the school plant, use of drugs, and relations with public media. In fact, most conflicts in LEA's about appropriate roles for the Board and for the Superintendent develop in the area of who is most competent to do what, or in the area of limiting the superintendent's authority, prestige and power to provide reasonable leadership in getting the job done.

7. Related to the preceding item are those intangibles of confidence and mutual respect. In some cases, administrators have been so incompetent that Boards have had no choice other than to become school administrators. In some cases, administrators have been so competent that they cannot brook interference by Board members who want to dabble in school administration. Boards who understand their roles, competencies and limitations and administrators who are competent may have many problems, but rarely with each other about their respective roles.

8. Many LEA's are tempted to idealize what someone thinks they should be or to adopt policies that appear to be respectable or simply to meet a requirement. One chief characteristic of U.S. education is the historical premise, uniquely American, that a school has the right to be what its clientele wants it to be. This premise appears to many to be shaken but in fact remains to a large extent true. The infusion of natural goals and objectives must be heeded while recognizing the responsibility of the immediate clientele to engage in active goal setting at the local level. Nevertheless, a school should be evaluated not on the basis of its goals but on the attainment of its goals. Probably the most valid criticism of schools as a group is related to the concept of truth in advertising. Does the parent know what he is buying? Does the superintendent know what is expected of him? Can parents and teachers find out what the school really is? Do employees, parents and pupils understand the conditions of their relationship with the school and with each other? Are practices and procedures internally consistent? Is fairness, equal and logical treatment assured? Is the curriculum designed to meet the needs of children and youth admitted, and are all employees competent to do what is required of them? Is trusteeship exercised in a manner to assure that the greater benefit possible is gained from the money expended? Are all reasonable steps possible followed in assuring that the school develops into the best possible school? These questions are the essence of policy. If a school can answer "yes," then it probably has excellent policies (they should be

written, however, if for no other reason than to provide access to information and to assure continuity as personnel changes).

9. An LEA can get assistance in developing policy from many sources. In the final analysis, the Board has to make the final decision. There is no easy road to obtaining adequate written policy.

PART I

SCHOOL DISTRICT ORGANIZATION

Policy Outline

The outline which follows contains both the numerical codification system and an alphabetical cross-reference based on data provided by the National School Boards Association.

A	1.0	School District Organization
AA	1.10	School District Legal Status
AB	1.20	School Boards' Legal Status
ABA	1.201	School Board's Authority
ABB	1.202	Powers and Duties of the Board
ABC	1.203	Board Members
ABCA	1.204	Number of Board Members
ABCB	1.205	Qualifications for School Board Members
ABCC	1.206	Terms of Office for Board Members (County Boards and City Boards of Education)
ABCD	1.207	Method of Election (County Boards and City Boards of Education)
ABCDA	1.208	Filling of Unexpired Term(County Boards and City Boards of Education)
ABCE	1.209	Resignation of Board Members

ABCF	1.210	Removal from Office
ABD	1.30	School Superintendent Legal Status
AC	1.40	School District Organization Plan
CD	1.401	Line-Staff Organization
CD	1.402	District Organization Charts
CCA	1.403	Basic Organization Flow Chart
CCA	1.404	Division Organizational Chart-Business Affairs and Personnel Services
CCA	1.405	Division Organizational Chart-Financial Affairs
CCA	1.406	Division Organizational Chart-Curriculum and Instruction
CCA	1.407	Division Organizational Chart-Data Processing
CCA	1.408	Division Organizational Chart-Secondary Education, Special Services, and Special Projects
CCA	1.409	School District Organization Chart-Local School Organization
CCA	1.410	School District Organization- Sample Chart Denoting Line and Staff Relationships
AD	1.50	School Attendance Areas
AD	1.501	Attendance Areas-System Specific Data
ADA	1.502	School Census
AE	1.60	School Year
AEA	1.601	School Calendar
AEAA	1.602	Vacations and Holidays
AEB	1.603	Extended School Year

AF	**1.70**	**School Day**
GBRB	1.701	School Day-Hours for Teachers
CGPB	1.702	School Day-Hours, Administrative Personnel
AFC	1.703	Emergency Closing

Policy Questions

The following questions, coded to the policy outline and to specific policy topics, are provided to stimulate deliberation and discussion relative to the organizational structure of school districts within the State of Alabama. Expansion of questions by individual board members or school systems should address specific needs and areas of the respective school system.

1.10 AA **School District Legal Status**

What provisions in state statutes authorize establishment and operation of school districts in Alabama? How is the plenary authority of the State Legislature interpreted in this regard? Does the State Legislature have unlimited power? To what articles is the Legislature subservient?

1.20 AB **School Boards Legal Status**

What two basic units are provided by the Alabama Legislature for establishment and efficient maintenance of the state's public schools? What is the relationship between the local board and the Legislature? Who owns the public schools within the state?

1.201 ABA What authority exists in the collective board and how can it be changed or modified? Do board members possess any authority as individuals? What is the source of this legal authority?

1.202 ABB What specific duties must local boards of education discharge in Alabama? How do ministerial and discretionary functions differ? What are the powers of the collective board? Upon what legal basis is said power derived?

1.203 ABC To what extent do individual actions or statements by a board member bind the collective board? When does the board exercise its authority?

1.204 ABCA What is the required number of board members according to Alabama statutes? Is this number equally applicable to both city and county boards of education?

1.205 ABCB What are the qualifications for prospective county board of education members? What qualifications must candidates for city boards possess?

1.206 ABCC What are the respective terms of office for county and city board of education members? Why are the two different? Do both systems stagger the terms? What is the purpose of staggering terms of office?

1.207 ABCD What are the procedures for electing or appointing board members in Alabama?

1.208 ABCDA How are unexpired terms fulfilled? What procedures apply if replacement is not named within thirty(30) days? How do the procedures relative to filling of unexpired terms differ with city and county boards of education? Should greater uniformity be stressed?

1.209 ABCE How does a board member resign and what procedures govern submission and acceptance?

1.210 ABCF Under what circumstances can a Board member be removed from office? Through what legal procedures is the removal of a Board member accomplished?

1.30 ABD What is the source of the Superintendent's overall authority? What is his relationship with the Board?

1.40 AC Into what areas is the system's instructional program divided relative to instructional levels? What is the most appropriate organizational structure for the district? What levels should be provided?

1.401 CD What line/Staff pattern is most appropriate for the school district? How are the board-approved line and staff relationships interpreted? What rights and responsibilities does this relationship imply for the various professional personnel? How should authority be delegated-to whom and by whom? Should authority be commensurate with responsibility?

1.402 CD What purposes do organizational charts serve in the school system? Is the number based on the size and complexity of the system? What do such charts illustrate? Are they observed in daily functioning of the system?

1.403 CD What basic relationships should a district organization denote? What departments and which personnel should be included?

1.404 CD What variables should be included in the organizational chart relative to business affairs and personnel services?

1.405 CD 1.406 CCA Which functions should be included under financial affairs and curriculum? What line authority exists relative to each? What is the source of this authority and how may it be changed or modified?

1.407 CCA Of what importance is the data processing area to efficient functioning of the school system? To what extent do systems in Alabama presently utilize such computerized procedures?

1.408 CCA What variables should be included in the special services and projects sector of the system? Under what type of arrangement could optimum use of said services and projects be realized?

1.409 AC What line and staff relationships characterize the local school organization? Which line and staff roles characterize the principal and assistant principal? What coordinating roles are played by upper management in assisting the local school principal? What is the relationship between the principal and upper management? What is the relationship between the principal and local school staff members?

1.410 AC Who actually owns the schools? How can the total program be shown in this respect? What types of line and staff relationships are apparent? How do policy advisory committees and legal counsel function in such a program? What important non-professional personnel should be included?

1.50 AD School Attendance Areas

With what court ordered standards must attendance zones comply? What arrangements are made for zone line interpretation? What appeal procedures are available? What basic criterion governs acceptance?

1.501 AD How specific should an individual system's description of attendance be?

1.502 ADA When and through what procedures is the school census taken? Who should be included in census data? What is the relationship between census data and fund allocations?

1.60 School Year
AE

What legal bases govern the length of the school year?

1.601 AEA When is the school calendar made and how is it determined? What statutory and other criteria govern the content of the school calendar?

1.602 AEAA What vacations and holidays are available and under what requirements or practices?

1.603 AEB What is the legal position of the board of education relative to extension of the school year? Should provisions be made to provide for such extensions when necessary?

1.70 School Day
AF

What criteria govern the number of hours elementary and secondary aged pupils spend in school per day? How many hours of actual teaching time are required? What exceptions are possible relative to first grade students?

1.701 GBRB What are the daily hours for teachers? How much time prior to and after pupil dismissal must teachers spend at school? What reasons are provided to justify this additional time?

1.702 CGPB What are the regulations relative to administrative and supervisory personnel during the school day? How much flexibility does the Superintendent of Schools have to increase these hours when necessary?

1.703 AFC Under what conditions can the Superintendent, as the Board's chief executive officer, close the schools in an emergency? What procedures have been established relative to notification, transportation, and safety of student personnel? What provisions have been made for radio, television, and other media of communication dissemination of relevant information

Major Considerations

The category, School District Organization, includes not only the legal status of the school district itself, the board of education and the superintendent, but also the organization plan for the entire system, the school year, and the school day.

Each of these categories may vary between city and county systems reflecting urban and rural needs, and also among different geographic areas of the state. There are, however, many important issues within each category of policy which relate to organization among all the school districts of Alabama.

In one manner or another, all the school districts and their respective boards of education do have a legal status and do operate under legal provisions and limitations. Many are also subject to legal and/or other regulatory agencies such as accreditation associations, as well as constraints and interpretations of various levels of governmental entities- real or mythical. Quite obviously, therefore, the legal status of any school district in Alabama determines and sets forth, at least in part, many of the powers of the board of education as well as certain responsibilities, constraints, limitations, and other provisions. Each of these should be incorporated into board policy and copies of all pertinent documents and authorizations should be available as information documents for all board members and for the Superintendent of Schools.

The legal status of the board of education is based on its creation by the State Legislature. The school board is thus an instrument of said Legislature. It therefore derives its power from the Alabama Constitution, the statutes of the Code of Alabama, and rules and regulations of the State Board of Education.

Board members have no authority over school affairs as individuals. On the other hand they have complete authority, within State law, over school affairs when they serve collectively as a legal body. It is thus of major importance that all decisions made by the board of education are based on the collective judgment of the board after considering any issue brought before said body.

The legal status of the Superintendent of Schools is also an important issue. Since the board of education delegates the administration to the superintendent as its chief executive officer, it is vital that they, at regular intervals, assess the effectiveness of the superintendent's execution of board policies. Ultimate responsibility remains with the board. Though they may delegate the administrative authority, the concomitant responsibility for the well being of the total system remains, in the final analysis, with the local board of education.

Recognition of said legal status is of equal importance to the Superintendent of Schools relative to such areas as who signs contracts and limits of liability. Such mutual understandings permit the board members to be guided by the educational expertise of the superintendent in all relevant matters; yet the board of education maintains its duty to set the educational policies of the school system.

In all school districts, decision-making occurs in many areas and at many different levels. A major consideration concerns assurance that said areas are clearly specified. Personnel at all levels throughout the school system should be familiarized with the line/staff relationships characteristic of their respective positions. Such established lines of authority represent direction of both authority and responsibility. Illustrations which adequately present the different school system operations can provide such information. Such illustrations under normal conditions can promote a cooperative, sensible working together of all staff members at all levels. Progress does not take place in the absence of proper organization. As the board's chief executive officer, the superintendent must assure that the necessary degree of organization characterizes all parts of the operation. He must also be certain that morale is such that line/staff relationships represent a two-way flow of ideas to improve the program and operations of the School District.

The school day is a consideration that is important in terms of not only the teaching-learning process, but also the involvement of parents. In so many schools throughout the State of Alabama the school day is too frequently interrupted by announcements, messages and other distractions. There should be at least six hours of time available according to State law for instruction and learning activities exclusive of recesses, breaks, lunch periods and classroom changes with some variations for pre-school children. Teachers should have adequate released time during the school day to review planning and lessons and simply rest, but their school day should also include time for conferences with parents.

In regard to school closings, the key policy decisions relate to how schools are closed and procedures for advising parents, arranging transportation, and assuring the safety of students in a variety of potential danger situations. Of equal importance are decisions relative to how lost days are to be made up through, for example, extension of the school year.

School District Legal Status
AA-1.10

The School District derives its legal status from Alabama's State Legislature, which is subject only to the United States Constitution and the Alabama State Constitution. Therefore education is a state function.

The constitutional mandate in the State of Alabama is contained in the following statement:

> The legislature may by law provide for or authorize the establishment and operation of schools by such persons, agencies or municipalities, at such places and upon such conditions as it may prescribe. . .

This section from the State of Alabama Constitution makes the State Legislature's authority in regard to education clear.

Reference: State Constitution, Section 256

School Boards Legal Status
AB-1.20

The Constitution of Alabama places the responsibility for establishing and maintaining an efficient system of public schools on the State Legislature. At the local level, the Legislature has provided for two basic administrative units - a county board of education and a city board of education. Legally, local school boards are instruments of the State Legislature and derive their authority from the Constitution of Alabama, the statutes of the Code of Alabama, and rules and regulations of the State Board of Education.

Therefore, the general administration and supervision of the public schools of this county(or city) shall be vested in the county(or city) Board of Education.

Reference: State Constitution, Section 256.

School Board's Authority

ABA-1.201

The Board is a legal body created by the state statutes of Alabama. Its members are state officials receiving their responsibilities and powers through State law.

Board members have no authority over school affairs as individuals. They have complete authority, with State law, over school affairs when they serve as a legal body.

The Board is, in practice, primarily a policy-making body. Although legally authorized to administer policy, the Board delegates this function to an officer of the Board, the Superintendent of Schools.

Delegating the administrative function makes the Board responsible for evaluating the effectiveness of the execution of Board policies. Evaluation by the Board requires continuous appraisal of the results of its educational policies as well as the effectiveness of the general administration.

Title 52, Sections 62 and 158 of the Alabama School Code specifically grants to county and city boards of education respectively all powers necessary and proper for the administration and management of the free public schools within the county or city including territory adjacent to a city which has been annexed as a part of the School District.

Reference: The Code of Alabama, Title 52, Sections 62 and 158.
Code of Alabama, 1975, Sections 16-8-8 and 16-11-9.

Powers and Duties of the Board
ABB-1.202

The Board shall act as the general agent of the State of Alabama in carrying out the will of the people in its district in the matter of public education.

The Board shall be responsible for carrying out mandatory laws pertaining to education and shall consider and accept or reject the provisions of the permissive laws. In all cases where the State laws do not provide or prohibit, the Board shall consider itself the agent responsible for establishing and appraising the educational activities under its jurisdiction.

In general, the Board shall be responsible for policy making, with the advice of the Superintendent of Schools, and for the evaluation of these policies.

The specific duties of the Board shall include, but not be limited to the following:

1. To determine, on the recommendation of the Superintendent of Schools, and subject to constitutional requirements and Alabama law, the educational policies of the School District.

2. To require of the administrative staff the necessary reports and information which are necessary for the Board to make appropriate decisions involving the education of the pupils and the general welfare of the community.

3. To cause to be taken, under the direction of the Superintendent of Schools, a quadrennial census of children between the ages of six(6) and twenty-one(21) years.

4. To appoint the Superintendent of Schools.

5. To approve, upon written recommendation of the Superintendent of Schools, the appointment of all employees and their salaries.
6. To suspend or dismiss any employee as provided by law, and/or court precedent.
7. To suspend or dismiss any student as provided by law and/or court precedent.
8. To approve the purchase or sale of all school lands.
9. To approve all building contracts.
10. To approve all purchases of over $2000.00 unless such purchase is approved in the school budget.
11. To approve the annual budget.
12. To publish annually in the month of October, in a newspaper published in said City or County, a full and complete statement of the receipts by source and disbursements by function of the School District for the twelve (12) months period ending September 30.
13. To publish annually in a newspaper published in said City or County, in the month of October, a statement of the outstanding indebtedness of the School District on last September 30.
14. To make all reports required by the State Board of Education.
15. To appoint a custodian of school funds.
16. To hold in trust all property, real, personal, and mixed, now held or hereafter held by the School District.
17. To require that no fees of any kind be collected from children of any of the first six grades of the School District during the school term supported by public taxation. To require that any fee collections for elective courses in secondary schools adhere to statutes and to require that no fees be collected in required courses in said secondary schools. This shall apply to all courses required by the state prior to graduation.
18. To implement all actions required by law.

Reference: The Code of Alabama, Title 52, Sections 62-101, 135, 136, 136(a1), 136 (1) Sections 148-176 as amended.
Code of Alabama, 1975, Sections 16-8-1 thru 16-8-43 and Sections 16-11-1 thru 16-11-26, 16-12-3 and 16-12-19.

Board Members
ABC-1.203

Members of the Board constitute the legal body for governing the educational activities of the School District. Members of the Board shall have authority only when acting as a board legally in session. The Board shall not be bound in any way by any statement or action on the part of individual members except when such statement or action on the part of said members are in pursuance of specific instructions of the Board.

Reference: The Code of Alabama, Title 52, Sections 62 and 151. Code of Alabama, 1975, Sections 16-8-8 and 16-11-2.

Number of Board Members
ABCA-1.204

The Board shall be composed of five (5) members as set forth in the Alabama School Code.

Reference: The Code of Alabama, Title 52, Sections 63 and 151. Code of Alabama, 1975, Sections 16-8-1, and 16-11-2.

Note: Special legislation permits the constituting of local boards of education by varying methods and of varying size. (See Act, Number 182, adopted, January 25, 1845 and amended, December 10, 1890).

Qualifications for County School Board Members
ABCB-1.205

The county Board of Education shall be composed of five members, who shall be elected by the qualified electors of the county. They shall be persons of good moral character, with at least a fair elementary education, of good standing in their respective communities, and known for their honesty, business ability, public spirit and interest in the good of public education. No member of the county board of education shall be an employee of said board; provided that in counties having populations of not less than 96,000 nor more than 106,000 according to the most recent federal decennial census, not more than one classroom teacher employed by the board may serve as a board member and also as a teacher. Members shall not be required to hold teachers' certificates.

Reference: The Code of Alabama, Title 52, Sections 63 and 68.
Code of Alabama, 1975, Section 16-8-1.

Qualifications for City School Board Members

A person is legally qualified to become a member of the Board provided:

1. The person is a resident of the city.
2. The person is not a member of the City Commission, and
3. THe person is of good character and fitness.

However, it is desirable that members of the Board have a genuine interest in and devotion to public education a willingness to give time and effort to the work, a capacity for understanding people, and the ability to work cooperatively with others.

Reference: The Code of Alabama, Title 52, Section 151.
Code of Alabama, 1975, Section 16-11-2.

Terms of Office for County Board Members
ABCC-1.206

At the general election of state and county officers a member or members shall be elected for terms of six years to succeed the member or members whose term or terms of office expire at that time. The members of the county board of education shall hold office until their successors have been elected and qualified. Before exercising any authority or performing any duties as a member of the county board of education, each member thereof shall qualify by taking and subscribing to the oath of office prescribed by Article XIV of the state Constitution, the certificate whereof shall be filed in the office of the judge of probate of the county.

Reference: The Code of Alabama, Title 52, Section 65.
Code of Alabama, 1975, Section 16-8-2

Terms of Office for City Board Members
(City Board of Education)

Annually at the regular meetings of the city council or commission in April the said council or commission shall elect a member or members of the board of education to succeed those whose term or terms of office expire that year. The terms of office of members of the city board of education shall be five years and the term of one member shall expire annually.

Reference: The Code of Alabama, Title 52, Section 152.
Code of Alabama, 1975, Section 16-11-3

Method of Election
ABCD-1.207

By resolution of the Board, the members are elected by numbered places representing county areas, two members being elected at one time, two at another time, and one at another time. The member for Place Number 1 is elected in 1976; the members for Places Number 3 and 4 are to be elected in 1974; the member for Place Number 5 is to be elected in 1978.

Method of Election

ABCD-1.207

The Board shall be composed of five members, who shall be elected to six-year terms by the qualified electors of the county. Each of the four county districts will have one member on the Board, who is elected by the county electors. One member at large is elected by the county electors, and he may reside in any district of the county.

Method of Election
ABCD-1.207

The members of the City Board of Education shall be appointed by the governing body of the city.

Refernce: The Code of Alabama, Title 52, Section 152.
Code of Alabama, 1975, Section 16-11-3

Filling of Unexpired Term
ABCDA-1.208

In the event a vacancy occurs in the office of members of the county board of education, the vacancy shall be filled by appointment by a majority of the remaining members of the county board of education, and the appointee shall hold for the unexpired term. In the event the vacancy is not filled by the remaining members of the county board within thirty days, the State Superintendent of Education shall fill such vacancy, by appointment. The county superintendent of education shall notify the State Superintendent of Education when a vacancy in the office of member of the county board of education has not been filled within thirty days.

Reference: The Code Of Alabama, Title 52, Section 64.
Code of Alabama, 1975, Section 16-8-6

Filling of Unexpired Term
ABCDA-1.208

In the event a vacancy in the membership of the Board occurs, whether by resignation or otherwise, the fact shall be reported to the governing body of the City by said Board, and the said governing body shall appoint a person to fill such vacancy for the unexpired term.

Reference: The Code of Alabama, Title 52, Section 152.
Code of Alabama, 1975. Section 16-11-3

Resignation of Board Members
ABCE-1.209

Board members may submit resignations at any time during their term of office. Such resignations are subject to Board approval. In the event a Board member chooses to resign, a written statement of resignation should be submitted to the Board as far in advance of the effective date of resignation as possible.

Removal from Office
ABCF-1.210

Members of the Board may be removed from office in accordance with procedures set forth in the Code of Alabama. Procedures for such removal are outlined under removal of "Public Officials" in Title and Sections cited below.

Reference: The Code of Alabama, Title 41, Sections 178. 179, 180, 181.
Code of Alabama, 1975, Sections 36-11-1, 36-11-2, 36-11-5, and 36-11-6

School Superintendent's Legal Status
ABD-1.30

The County Board of Education shall appoint as its executive officer a superintendent of education who shall also be the secretary of the Board of Education. As secretary, he shall conduct all correspondence of the board, keep and preserve all of its records, receive all reports required by the Board, and see that such reports are in proper form, complete and accurate. He shall have the right to advise on any question under consideration by the board, but shall have no vote. In case the office of the superintendent of education is temporarily vacant, or when the superintendent of education is absent by reason of the nature of the business at hand, or otherwise, the Board shall appoint one of its members to act for the time being as secretary.

The bond of the county superintendent of education shall be responsible for the faithful performance of duties by the member of the county board of education appointed to act as secretary in absence of the county superintendent.

The City Superintendent of Schools shall serve as the chief executive officer of the Board. He derives his legal status from the laws of Alabama.

Reference: The Code of Alabama, Title 52, Sections 69, 102, and 155.
Code of Alabama, 1975, Sections 16-8-7, 16-9-1, 16-12-3.

School District Organization Plan
AC-1.40

The instructional program is presently divided into three levels, the elementary level, the intermediate level and the upper school level.

Future plans within this School District provide for the following divisions:

1. Early Childhood Program
2. Kindergarten Program
3. Lower School(Grades One through Five)
4. Middle School(Grades Six through Eight)
5. Upper School (Grades Nine through Twelve)

Line-Staff Organization
CD-1.401

Line and Staff Relations

The Board of Education desires the Superintendent of Schools to establish clear understandings on the part of all personnel of the working relationships in the school system. Lines of direct authority shall be those approved by the Board of Education and shown on district organization charts.

Personnel shall be expected to refer matters requiring administrative action to the administrator to whom they are responsible. That administrator shall refer such matters to the next higher administrative authority when necessary. Additionally, all personnel are expected to keep the person to whom they are immediately responsible informed of their activities by whatever means the person in charge deems appropriate.

It is expected that the established lines of authority will serve most purposes. But all personnel have the right to appeal any decision made by an administrative officer through grievance procedures established through Board of Education policy.

Lines of authority do not restrict in any way the cooperative, sensible working together of all staff members at all levels in order to develop the best possible school programs and services. The established lines of authority represent direction of authority and responsibility; when the staff is working together, the lines represent authority; but also avenues for a two-way flow of ideas to improve the program and operations of the School District.

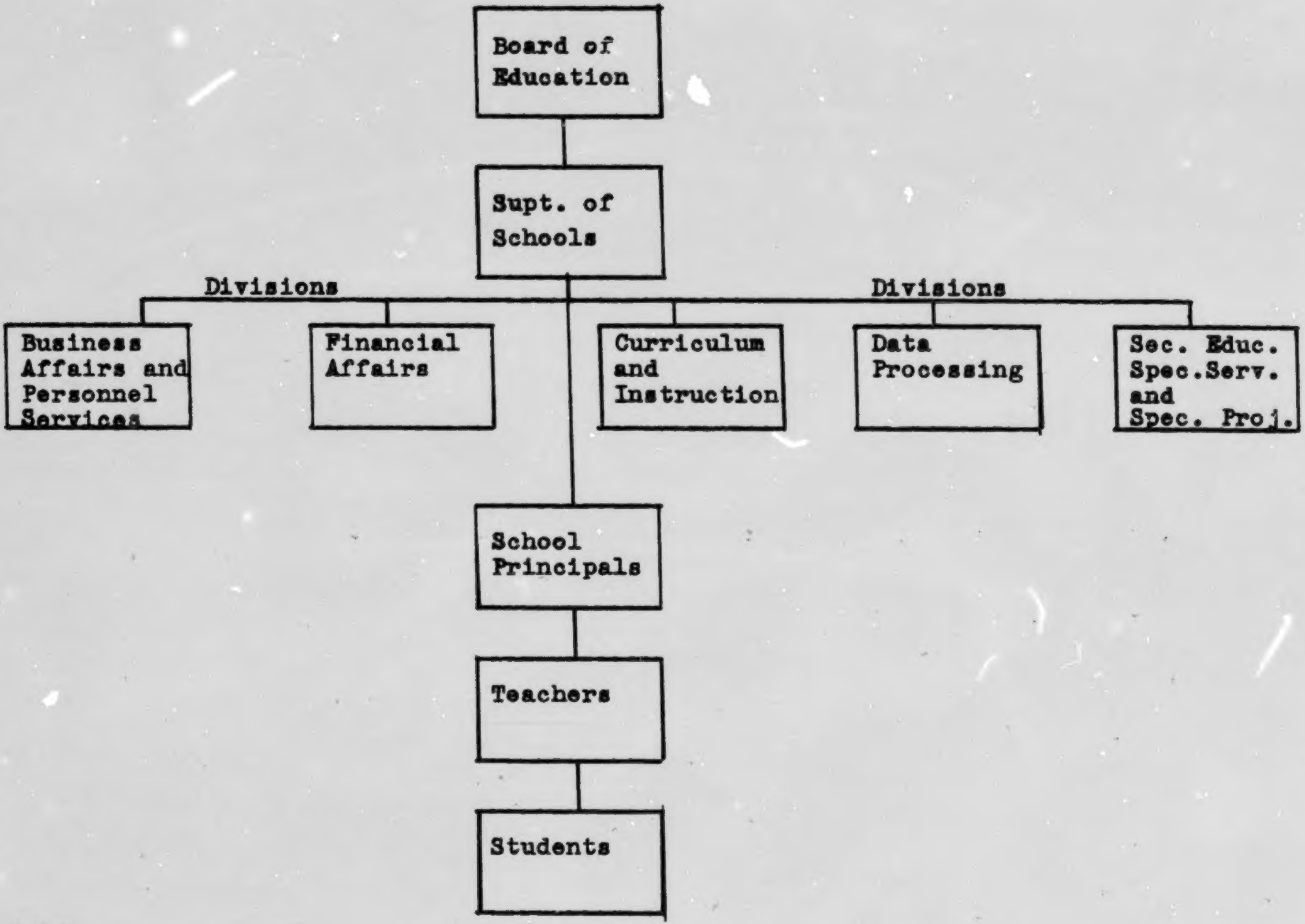
Consistent with the laws of Alabama, it shall be the responsibility of teachers, principals, supervisors, and all employees to implement and enforce policies and regulations provided by the Board of Education. Said responsibility shall extend to directives established by the Superintendent of Schools in his capacity as chief executive officer of this Board of Education.

District Organization Charts

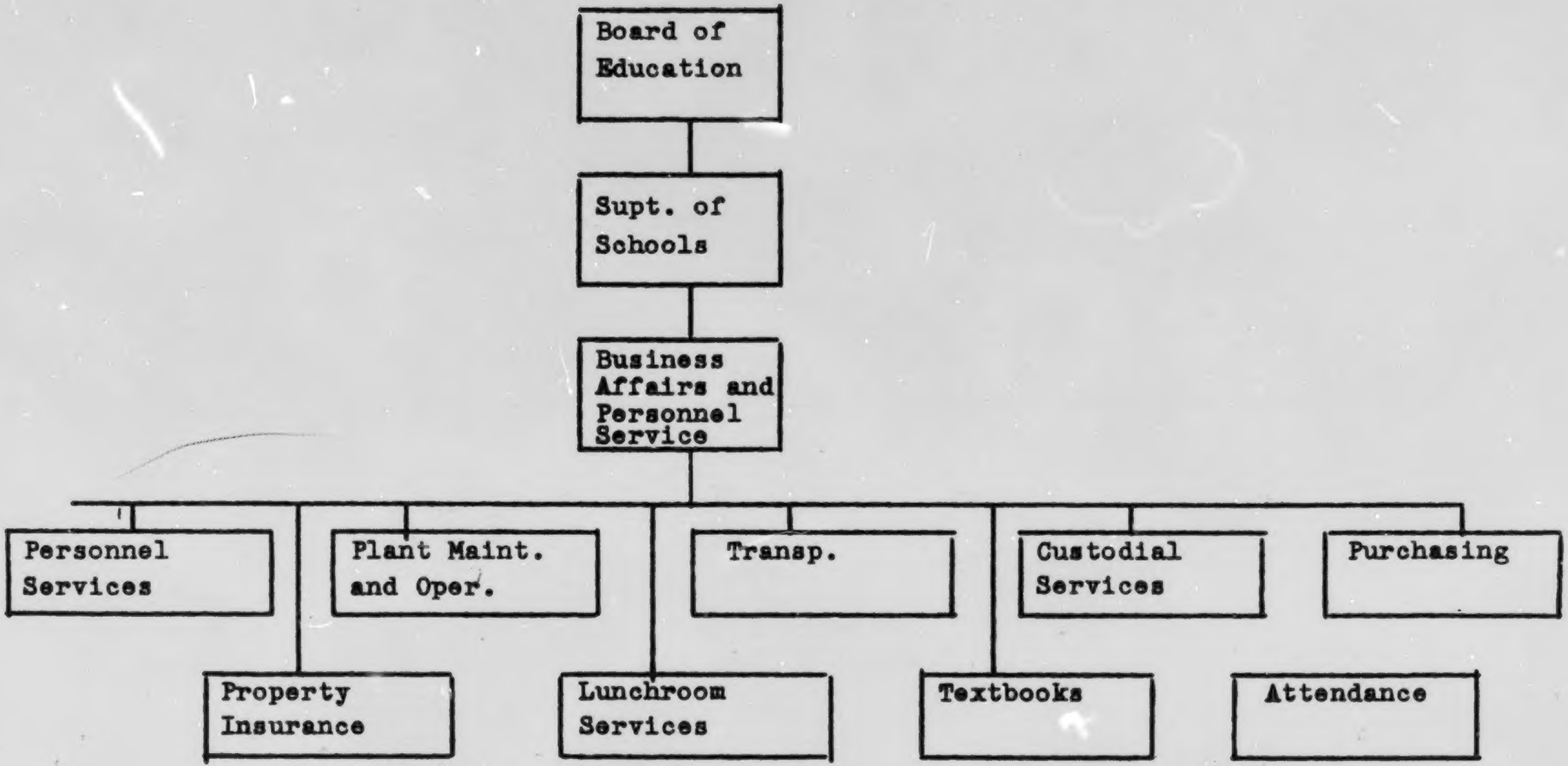
CC-1.402

The Superintendent of Schools shall prepare, or cause to be prepared the following organization charts: (a) District Organizational Chart, (b) Divisional Organizational Charts, relative to specific departments, and (c) Local School Organizational Charts.

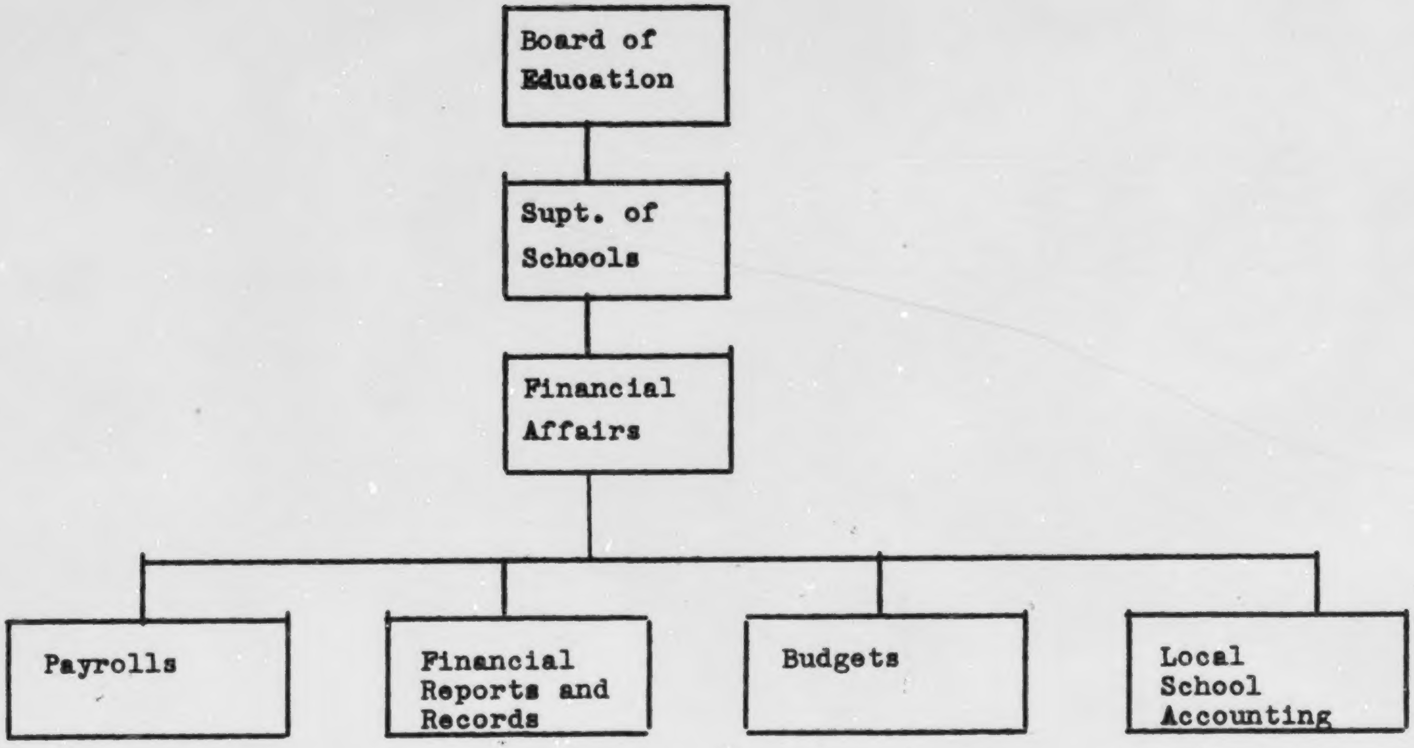
Said charts shall illustrate the interrelationships throughout the school system and provide models for efficient operation of all facets of the educational program.


Board of Education
Supt. of Schools
Divisions
Divisions
Business Affairs and Personnel Services
Financial Affairs
Curriculum and Instruction
Data Processing
Sec. Educ. Spec.Serv. and Spec. Proj.
School Principals
Teachers
Students

District Organization Chart

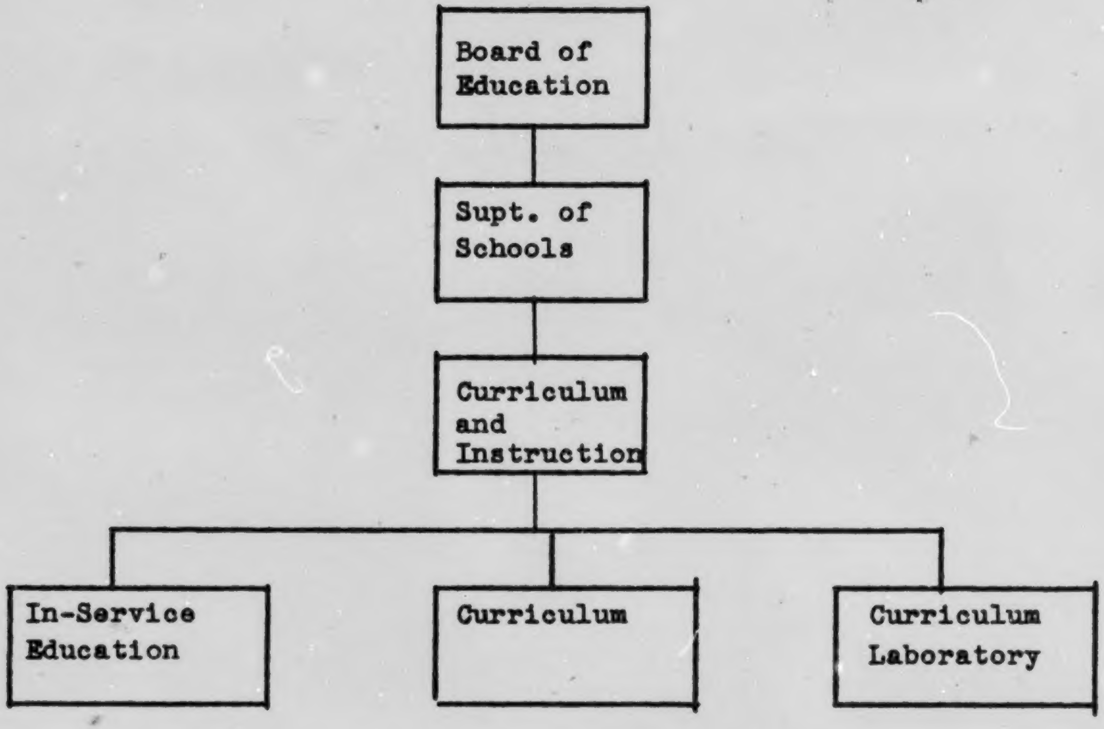

Board of Education
Supt. of Schools
Business Affairs and Personnel Service
Personnel Services
Plant Maint. and Oper.
Transp.
Custodial Services
Purchasing
Property Insurance
Lunchroom Services
Textbooks
Attendance

Division Organizational Chart
Business Affairs and Personnel Services
CCA-1.404


Board of Education
Supt. of Schools
Financial Affairs
Payrolls
Financial Reports and Records
Budgets
Local School Accounting

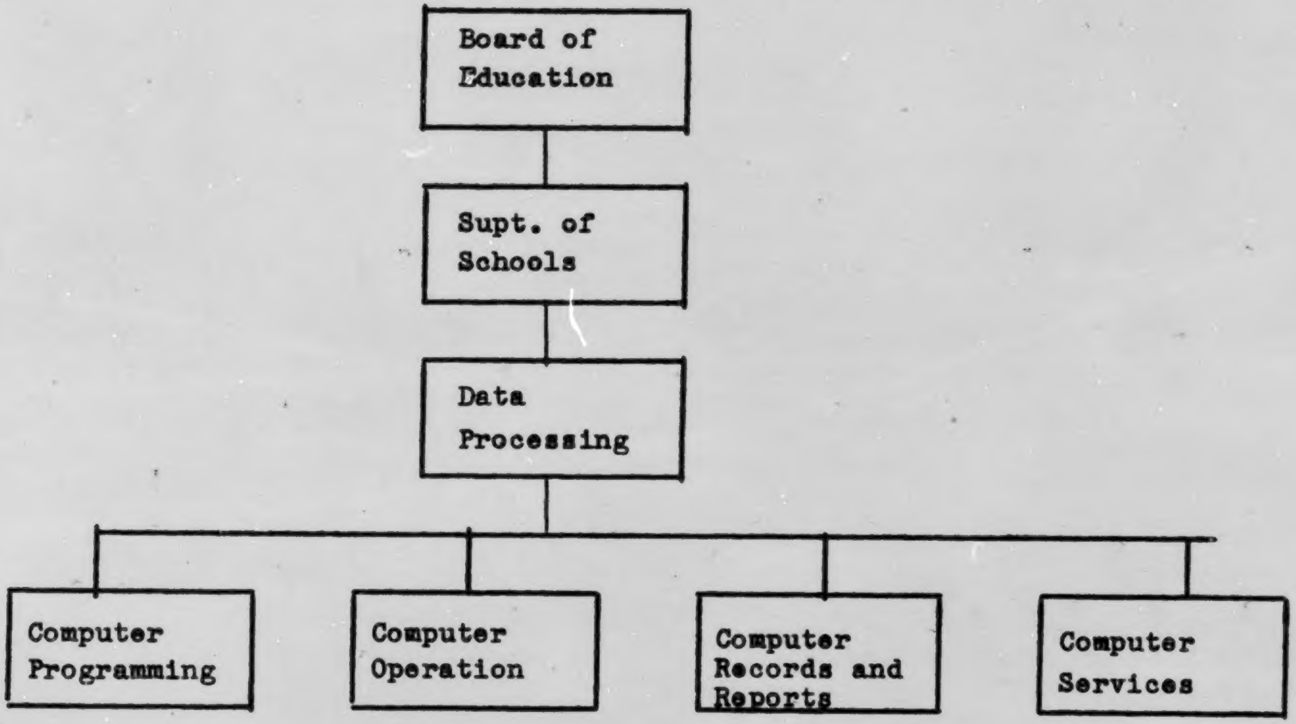
Division Organizational Chart

Financial Affairs
CCA-1.405


Board of Education
Supt. of Schools
Curriculum and Instruction
In-Service Education
Curriculum
Curriculum Laboratory

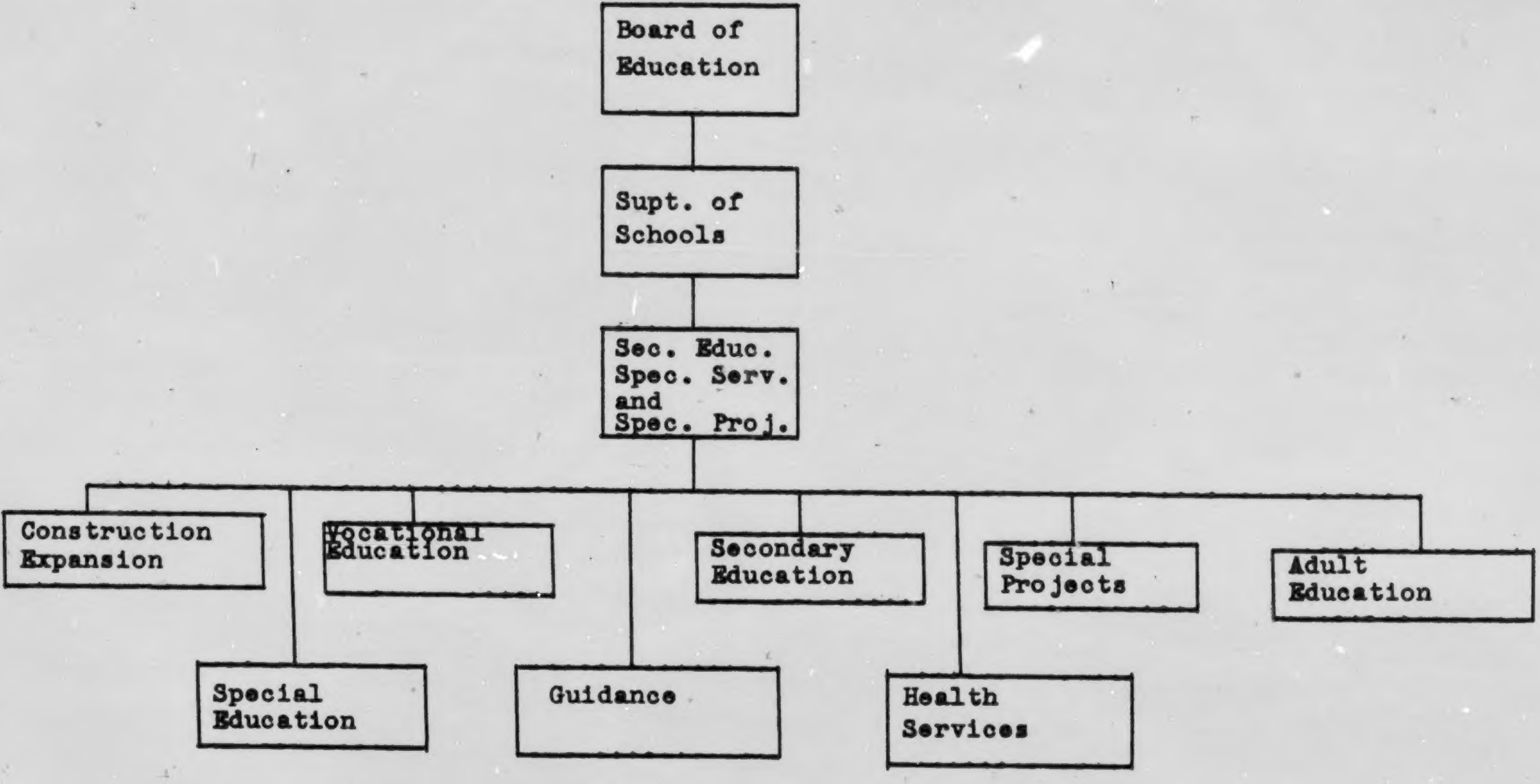
Division Organizational Chart

Curriculum and Instruction
CCA- 1.406

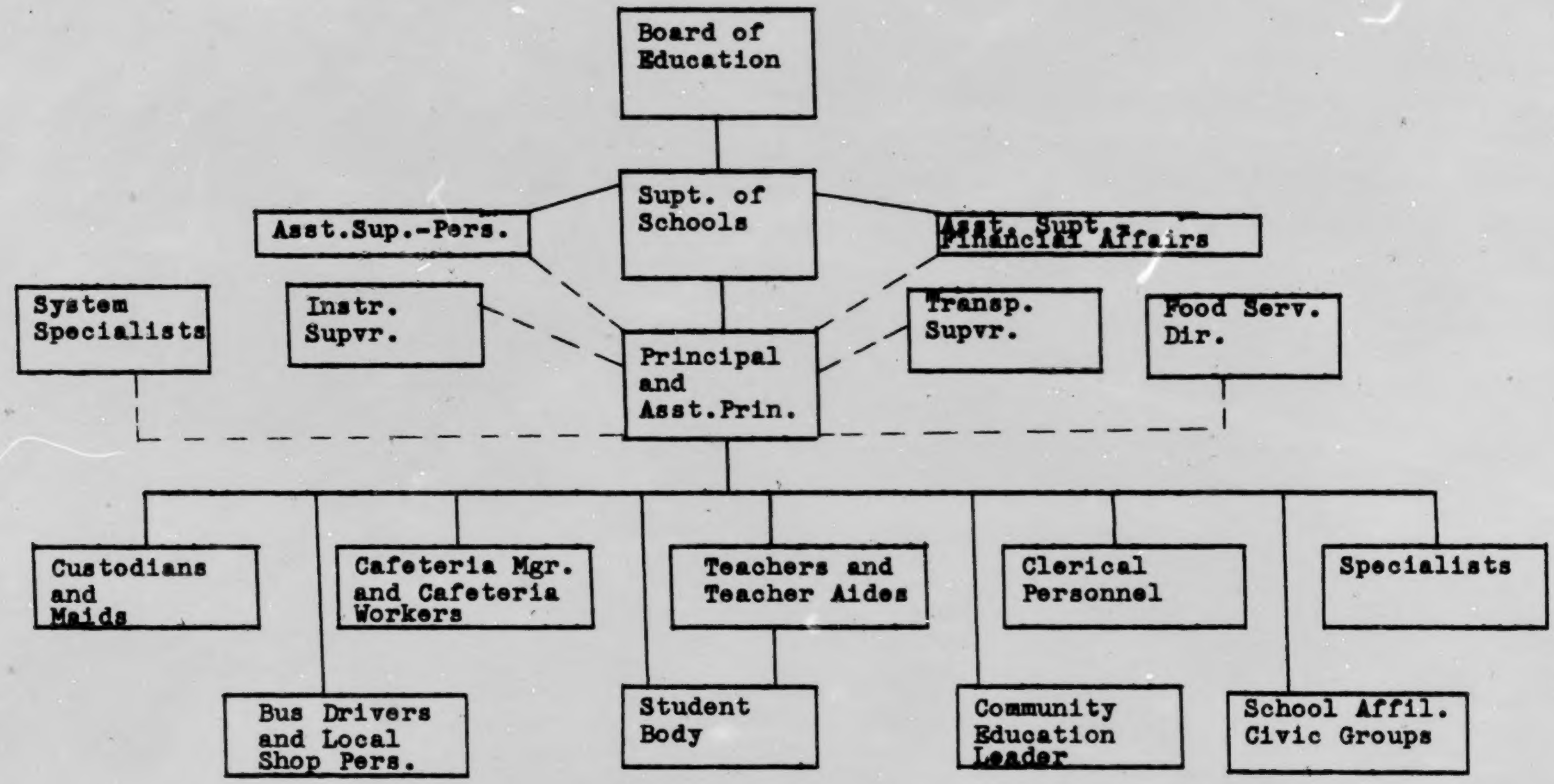

Board of Education
Supt. of Schools
Data Processing
Computer Programming
Computer Operation
Computer Records and Reports
Computer Services

Division Organizational Chart

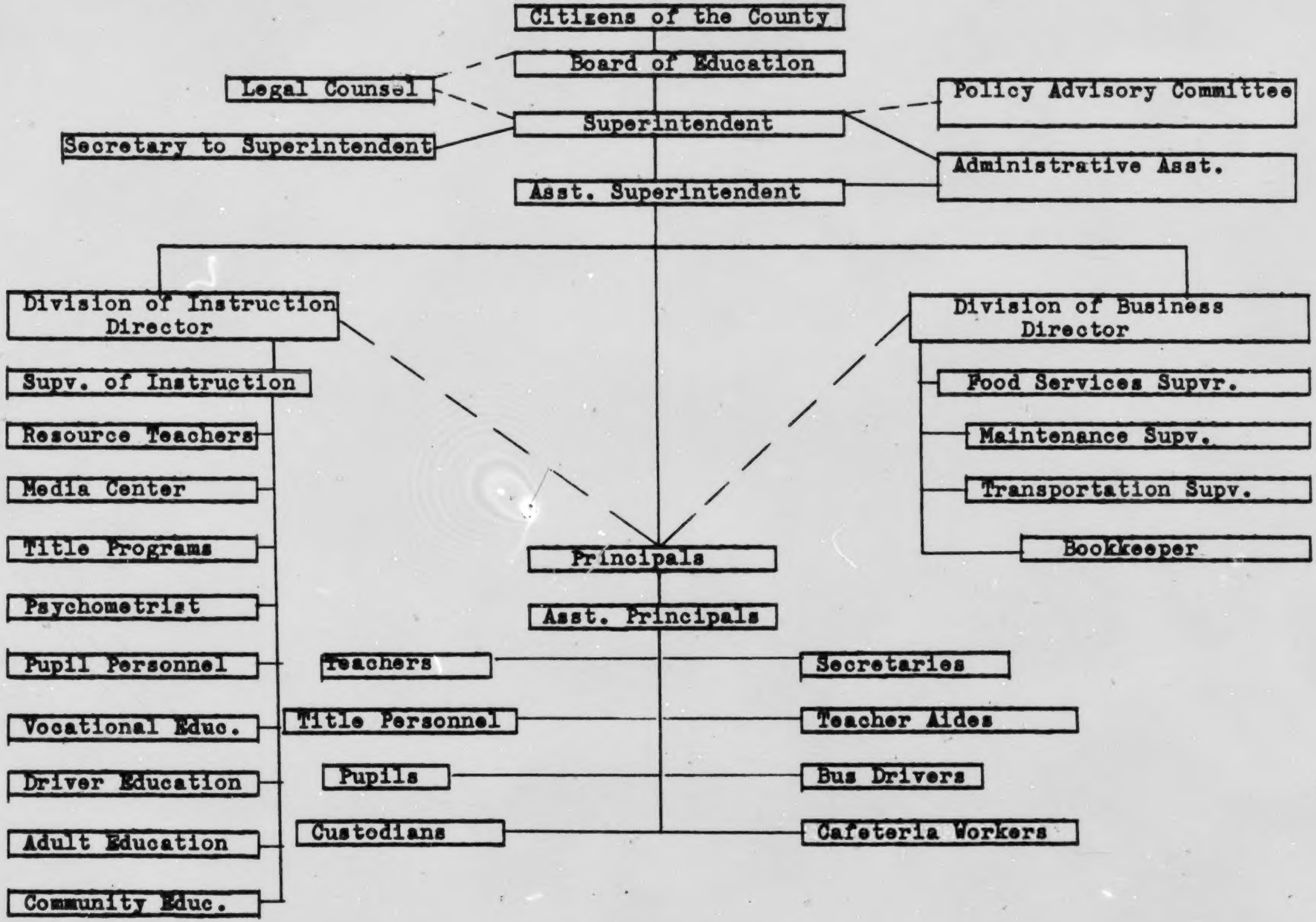
Data Processing
CCA-1.407


Board of Education
Supt. of Schools
Sec. Educ. Spec. Serv. and Spec. Proj.
Construction Expansion
Vocational Education
Secondary Education
Special Projects
Adult Education
Special Education
Guidance
Health Services

Division Organizational Charts
Secondary Education, Special Services
And Special Projects
CCA-1.408


Board of Education
Supt. of Schools
Asst.Sup.-Pers.
Asst. Supt. - Financial Affairs
System Specialists
Instr. Supvr.
Principal and Asst.Prin.
Transp. Supvr.
Food Serv. Dir.
Custodians and Maids
Cafeteria Mgr. and Cafeteria Workers
Teachers and Teacher Aides
Clerical Personnel
Specialists
Bus Drivers and Local Shop Pers.
Student Body
Community Education Leader
School Affil. Civic Groups

School District Organization Chart
Local School Organization
AC - 1.409


Citizens of the County
Board of Education
Legal Counsel
Policy Advisory Committee
Superintendent
Secretary to Superintendent
Administrative Asst.
Asst. Superintendent
Division of Instruction Director
Division of Business Director
Supv. of Instruction
Food Services Supvr.
Resource Teachers
Maintenance Supv.
Media Center
Transportation Supv.
Title Programs
Bookkeeper
Principals
Psychometrist
Asst. Principals
Pupil Personnel
Teachers
Secretaries
Vocational Educ.
Title Personnel
Teacher Aides
Driver Education
Pupils
Bus Drivers
Adult Education
Custodians
Cafeteria Workers
Community Educ.

School District Organization
Sample Chart AC-1.410

School Attendance Areas
AD-1.50

Attendance zones of this School District, both for elementary and secondary schools shall be in compliance with the order of the United States District Court for the Middle District of Alabama, Eastern Division, Civil Action NO. 604E, dated March 16, 1970.

Students living on a street or avenue that serves as a zone line between two schools will be permitted to attend either of the two schools so long as it does not affect the racial composition of the schools. Students will be assigned using the center of the street as the boundary and upon individual request, action will be taken considering the basis upon the request's origination. Said action shall be in accordance with the Court Order. In several areas of the zone lines, natural boundaries cause more convenient access to one school than to the school in the opposite attendance area.

Reference: Civil Action No. 604E, United States District Court for the Middle District of Alabama, March 16, 1970. Said Court Order shall supersede provisions of Title 52, Sections 95 and 314 unitl unitary system has been achieved. (Code of Alabama, 1975, Sections 16-8-34 and 16-28-19.)

Note: Specific areas of attendance differ in each city or county system; therefore, specifics are not included in this sample. Any local board policy would include these areas.

Attendance Areas- System Specific Data

AD-1.501

East Elementary Attendance Area

Beginning at the northern most boundary of the Cullman City limits on U.S. Highway 31 North; thus following U.S. Highway 31 southward to the intersection of U.S. Highway 31 and West Main Street; thus following West Main Street to the southern most boundary of the city limits; territory to the east of these boundaries shall be zoned to East Elementary School.

West Elementary Attendance Area

Beginning at the northern most boundary of the Cullman City limits on U.S. Highway 31 North; thus following U.S. Highway 31 southward to the intersection of U.S. Highway 31 and West Main Street; thus following West Main Street to the southern most boundary of the city limits; territory to the west of these boundaries shall be zoned to West Elementary School.

Cullman Junior-High Attendance Area

All territory located within the City of Cullman shall be zoned to Cullman Junior-High School.

Cullman High School Attendance Area

All territory located within the City of Cullman shall be zoned to Cullman High School.

Reference: Cullman City Board of Education, January 12, 1972.

School Census
ADA-1.502

The Board shall cause to be taken, under the direction of the Superintendent of Schools, a quadrennial school census of the school children between the ages of six (6) and nineteen (19) years.

Reference: The Code of Alabama, Title 52, Sections 90 and 159.
Code of Alabama, 1975, Sections 16-8-31, and 16-11-10.

School Year
AE-1.60

The school year shall meet the minimum standards set forth in the Alabama School Code and State Board of Education rules and regulations.

Reference: The Code of Alabama, Title 52, Section 1.
Code of Alabama, 1975, Section 16-1-1.

School Calendar
AEA-1.601

The Superintendent of Schools shall prepare or cause to be prepared a yearly calendar for the School District. It shall be presented to the Board at the annual May meeting. Said calendar shall be reviewed and be subject to approval by the Board of Education.

Said calendar shall meet all statutory and regulatory requirements established by the state and/or affiliated accrediting agencies.

Vacations and Holidays

AEAA-1.602

The Supertendent of Schools shall prepare or cause to be prepared a yearly schedule of vacations and holidays for students and personnel of the School District. It shall be presented to the Board of Education at the annual May meeting. Said calendar shall be reviewed and be subject to approval by the Board of Education.

Once approved by this Board of Education, said information shall be included in respective personnel policy manuals. Said information shall be included in local school handbooks for the benefit of students as this information concerns student vacations and holidays.

Extended School Year
AEB-1.603

In order to meet the minimum requirements as set forth in the Alabama School Code and State Board of Education rules and regulations governing the number of days schools shall be in session, the Board shall have authority to extend the school year in order to meet said requirements.

Reference: The Code of Alabama, Title 52, Section 1.
Code of Alabama, 1975, Section 16-1-1.

School Day
AF-1.70

The school day for all schools of the School District shall meet the minimum standards set forth in the Alabama School Code and the State Board of Education rules and regulations.

Secondary Schools

All secondary schools, grades seven through twelve shall schedule scholastic school days of not less than six (6) hours of actual teaching time, exclusive of all recesses or intermission periods, unless otherwise ordered by the county or city board of education.*

Elementary Schools

All elementary schools, grades 1 through 6 shall schedule scholastic school days of not less than six (6) hours of actual teaching time, exclusive of all recesses or intermission periods, except that grade 1 may be scheduled for scholastic school days of not less than four and one-half (4½) hours of actual teaching time, exclusive of all recesses or intermission periods, for the first scholastic month (20 school days) of each scholastic year, unless otherwise ordered by the county or city board of education.*

Reference: The Code of Alabama, Title 52, Section 1.
Code of Alabama, 1975, Section 16-1-1.

Note: *Local board's power to shorten school day is a flexible emergency type power and not to be used routinely. (Opinion of Attorney General of Alabama to Dr. Wayne Teague dated 5/5/77.

School Day-Hours for Teachers

1.701

GBRB

The Board of Education is fully cognizant of the need for adequate preparation on the part of teachers prior to the officaially designated "hours for pupil personnel" attendance. Therefore, all teachers shall be required to be on duty fifteen minutes prior to that time designated as the initial pupil period.

The Board of Education is also cognizant of the need for parent-teacher conferences at the conclusion of the regular school day. Therefore, teachers shall be required to remain on duty fifteen minutes after the official pupil dismissal.

In situations where supervisory services are necessary for periods of time which exceed fifteen minutes, the local school principal shall equitably assign said duties among teachers.

The principal shall have the authority to dismiss teachers after buses have left on those days when teachers have night meetings directly related to the school such as Parent-Teacher Association meetings.

School Day-Hours
Administrative
Personnel
1.702
CGPB

All administrative and supervisory personnel shall normally observe an eight(8) hour work day, unless otherwise assigned by the Superintendent of Schools.

Local school administrators shall be on duty no less than thirty(30) minutes prior to the time fixed for teacher arrival during which time they shall discharge all duties and responsibilities outlined in respective job descriptions as "pre-school" related duties.

Reference: Adopted.

Emergency Closings
AFC-1.703

Title 52, Section 61 (13) of the 1940 Alabama School Code states:

> Each Board of Education shall discontinue the operation of any school within its jurisdiction, indefinitely or for such term as it may determine, if the Board finds, in the manner herein provided, that the continued operation of such school will be accompanied by such tension, friction or potential disorder or ill will within the school as substantially to impair effective standards or objectives of education of its pupils, or by potential impairment of peace, order and good will in the community, School DIstrict, or county involved, or that the continued operation of such school is not in the public interest.

Title 52, Section 61 (14) of the 1940 Alabama School Code states:

> The determination to discontinue the operation of any public school on any ground provided in Section 61 (13) shall be made by the Board of Education having jurisdiction thereof only after public hearings, held at a time and place fixed by the Board, which may be invoked by the Board at any time upon the vote of a majority of its members, or upon petition filed with the Board signed by not less than 100 qualified voters of the School District, or upon petition filed by the parents, or one of them, or guardians of a majority of the pupils enrolled in the school proposed to be closed.

Temporary Closings

The decision to cancel or close a daily school session because of inclement weather, furnace breakdown, and similar common emergencies shall be at the discretion of the Superintendent of Schools.

In the event a school or schools must be cancelled or closed because of an emergency during the time the Superintendent of Schools is unavailable, the administrative assistant in charge shall have the discretion to cancel or close a daily school session for such emergency.

Procedures

If it becomes necessary to cancel a daily school session caused by an emergency, the following notification procedure will be used:

1. Every effort will be made to notify parents, students, and school personnel at the earliest possible time.
2. Local radio and television stations will be requested to announce the cancellation of school during their early morning broadcasts.
   a. The announcements will identify the school or schools that will have daily activities cancelled.
   b. The announcement will identify the reason for cancellation of school.
   c. The announcement, if possible, will identify expected date school or schools will be reopened.
3. The Superintendent of Schools and/or his assistants will notify local school administrators and transportation officials as soon as possible.
4. Local school administrators should instruct all students and school personnel of notification procedures.

If it becomes necessary to close a daily school session because of an emergency, the following notification procedure will be used:

1. Local radio and television stations will be requested to announce the closing of schools or school at the earliest possible time.

2. The Superintendent of Schools will notify local school administrators and transportation officials as soon as possible.

3. Local schools administrators will take the necessary precautions to insure the safety and well being of students during and after dismissal procedures are initiated.

Reference: The Code of Alabama, Title 52, Section 61. (13), (14), and (15). (These sections deleted from Code of Alabama, 1975, Title 16.)

The Code of Alabama, Title 52, Section 141.
Code of Alabama, 1975, Section 16-10-5.

PART I

SELECTED READINGS ABSTRACTS
ON
SCHOOL DISTRICT ORGANIZATION

A 1.0 SCHOOL DISTRICT ORGANIZATION; also ABC 1.203 and ABCD 1.20F

REPORT NUMBER ED117786

TITLE THE CONCEPT OF CONTROL RELATED TO DECISIONS UNDER APPOINTED AND ELECTED SCHOOL BOARDS.

AUTHOR(S) MICHEL, GEORGE J.

NOTE 15 p.

PUB DATE 75

ABSTRACT

THIS STUDY EXAMINED A SCHOOL DISTRICT BEFORE AND AFTER ITS SCHOOL BOARD CHANGED FROM APPOINTED STATUS TO ELECTED STATUS TO DETERMINE IF THERE WERE SIGNIFICANT DIFFERENCES IN THE BOARD'S HANDLING OF CONSTITUENT DEMANDS. SCHOOL BOARD MINUTES WERE EXAMINED AND DEMANDS WERE ANALYZED FOR A SIX-MONTH PERIOD UNDER THE APPOINTED SCHOOL BOARD, THEN COMPARED TO DEMANDS FOR SIX MONTHS UNDER THE ELECTED SCHOOL BOARD. RESULTS OF THE ANALYSIS SHOWED SIGNIGICANT DIFFERENCES IN THE CONTROL FUNCTIONS OF THE APPOINTED AND ELECTED SCHOOL BOARDS IN 6 OF 15 DEMAND AREAS. OF THESE, THE ELECTED SCHOOL BOARD WAS MORE RESPONSIVE IN THE THREE AREAS OF NEW TEACHING METHODS, STUDENT BEHAVIOR, AND COMMUNITY SERVICES. THERE WERE DISTINCT DIFFERENCES IN THE CONTROL FUNCTIONS PERFORMED BY THE APPOINTED AND ELECTED BOARDS. HOWEVER, ONLY DEMANDS FOR NEW TEACHING METHODS WERE BOTH QUANTITATIVELY AND QUALITATIVELY DIFFERENT UNDER THE ELECTED BOARD. THERE WAS STRONG EVIDENCE THAT THE SCHOOL BOARD DOES EXERT POLITICAL CONTROL IN PROCESSING ITS DECISIONS. THIS SEEMS TO DISAGREE WITH SOME EARLIER STUDIES, BUT THE EARLIER STUDIES CONCENTRATED ONLY ON MONEY DEMANDS. BY BROADENING THE SPECTRUM OF DEMANDS ANALYZED, THE PRESENT STUDY FOUND SIGNIFICANT DIFFERENCES IN POLITICAL CONTROL FUNCTIONS THAT EARLIER STUDIES HAD MISSED.

DESCRIPTORS
BOARD OF EDUCATION POLICY
COMMUNITY CONTROL
EDUCATIONAL POLICY
GOVERNANCE
POLITICAL INFLUENCES
SCHOOL COMMUNITY RELATIONSHIP
BOARDS OF EDUCATION
DECISION MAKING
ELEMENTARY SECONDARY EDUCATION
POLICY FORMATION
POLITICS

EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE

A 1.0 SCHOOL DISTRICT ORGANIZATION; also C 3.0 and GAL 6.60

REPORT NUMBER ED032292

TITLE INFORMATION REQUIREMENTS FOR PLANNING INSTRUCTIONAL STRATEGIES: AN ANTHOLOGY FOR TEACHERS AND PRINCIPALS.

AUTHOR(S) BISH, JOHN, ED.; AND OTHERS

SOURCE CENTRAL ATLANTIC REGIONAL EDUCATIONAL LAB., INC., ALEXANDRIA, VA.

NOTE 209 p.

PUB DATE JUN 69

ABSTRACT

THE INTRODUCTION TO THIS ANTHOLOGY REPORTS A STUDY DESIGNED TO DEVELOP A SYSTEMATIC PROCEDURE FOR GATHERING INFORMATION FROM ACTUAL SCHOOL SETTING ABOUT THE IMPACT OF SCHOOL ORGANIZATION, STAFFING, AND ADMINISTRATION ON STUDENTS--INFORMATION TO PROVIDE BASELINE DATA FOR DECISIONMAKERS. INCLUDED ARE DESCRIPTION OF METHODS AND PROCEDURES, DATA ANALYSIS TECHNIQUES, AND SPECIFIC OBJECTIVES WHICH INCLUDED (1) SELECTION, MODIFICATION, AND DESIGN OF INSTRUMENTS FOR GATHERING DATA REGARDING STUDENTS, TEACHERS, PARENTS, PRINCIPALS, AND TEACHER AIDES, PERCEPTS OF SELECTED ISSUES IN THE ELEMENTARY SCHOOL AND INSTRUMENTS FOR MAKING OBJECTIVE OBSERVATIONS OF CLASSROOM ENVIRONMENT, AND (2) GATHERING BASELINE INFORMATION ON ONE PUBLIC AND ONE NONPUBLIC (ONE CENTRALIZED AND ONE DECENTRALIZED) ELEMENTARY SCHOOL IN URBAN, DEPRIVED ENVIRONMENTS. THE EIGHT CHAPTERS, EACH WRITTEN BY A SPECIALIST IN THE AREA OF CONCERN, PRESENT DIFFERENT ASPECTS OF THE STUDY: THE PLACE OF OBJECTIVE INFORMATION IN TOTAL SCHOOL PLANNING; CRITICAL INFORMATION REQUIREMENTS IN THE MANAGEMENT OF THE ELEMENTARY SCHOOL; ANALYSIS AND IMPLICATIONS OF STUDENT, TEACHER, AND PARENT PERCEPTS OF STUDENT PERFORMANCE: PROFESSIONAL STAFF ENCOUNTERS; CLASSROOM ECOLOGY; GENERAL ATMOSPHERE FOR ADMINISTRATIVE AUTONOMY: THE ATMOSPHERE FOR DECISION MAKING; THREE VIEWS OF THE TEACHER AIDS; AND COMMUNITY INTEREST IN LOCAL SCHOOL MANAGEMENT. (JS)

DESCRIPTORS

CLASSROOM ENVIRONMENT
COMMUNITY INVOLVEMENT
DECENTRALIZATION
ELEMENTARY SCHOOLS
MEASUREMENT INSTRUMENTS
SCHOOL ENVIRONMENT
SCHOOL PANNING
TEACHER AIDES
CLASSROOM OBSERVATION TECHNIQUES
DATA COLLECTION
DECISION MAKING
INFORMATION SOURCES
SCHOOL ADMINISTRATION
SCHOOL ORGANIZATION
STAFF ROLE
URBAN SCHOOLS

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A 1.0 SCHOOL DISTRICT ORGANIZATION

REPORT NUMBER EJ125256

TITLE AFTERWORD: THE POLITICS OF SCHOOL DECENTRALIZATION

AUTHOR(S) PETERSON, PAUL E.

PUB DATE AUG 75

ABSTRACT

SUMMARIZES THE ORGANIZATIONAL PROCESS AND POLITICAL BARGAINING MODELS OF POLICY CHANGE, AND CONSIDERS THE RATIONAL DECISION-MAKING MODEL AS AN ALTERNATIVE. MODELS ARE INTERRELATED WITH EACH OTHER TO SHOW HOW EACH REVEALS A DIMENSION OF THE POLITICS OF SCHOOL DECENTRALIZATION. (AUTHOR/AM)

DESCRIPTORS

DECENTRALIZATION
POLITICS
POLICY FORMATION
BOARDS OF EDUCATION
SCHOOL DISTRICTS
ORGANIZATIONAL THEORIES
ORGANIZATIONAL CHANGE
CONCEPTUAL SCHEMES
DECISION MAKING
COMMUNITY CONTROL

CITATION EDUCATION AND URBAN SOCIETY; 7; 4; 464-479

A 1.0 SCHOOL DISTRICT ORGANIZATION

REPORT NUMBER #J007085

TITLE SCHOOL DISTRICTS AND EDUCATIONAL ADMINISTRATION

AUTHOR(S) GARBER, LEE O.; REUTTER, E. EDMUND, JR.

PUB DATE 69

ABSTRACT

CHAPTER 3

DESCRIPTORS

BOARD OF EDUCATION ROLE
COURT DOCTRINE
EDUCATIONAL POLICY
SCHOOL LAW
STATE SCHOOL DISTRICT RELATIONSHIP
CONFIDENTIAL RECORDS
COURT LITIGATION
ELECTIONS
STATE LEGISLATION
STATES POWERS

CITATION YEARBOOK SCH LAW 1969; 45-92

A 1.0 SCHOOL DISTRICT ORGANIZATION

REPORT NUMBER ED016541

TITLE FORCES AFFECTING LOCAL DISTRICT REORGANIZATION.

AUTHOR(S) PURDY, RALPH D.

SOURCE NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D.C.

PUB DATE JUN 67

ABSTRACT

TO PROVIDE COMPREHENSIVE EDUCATIONAL OPPORTUNITIES FOR ALL CHILDREN, REGARDLESS OF THEIR SOCIOECONOMIC STATUS, IS AN AMERICAN EDUCATIONAL GOAL, BUT THE EXISTING PATTERN OF ADMINISTRATIVE ORGANIZATIONAL STRUCTURES WITHIN MOST STATES IS INADEQUATE FOR MEETING THIS GOAL. WHILE NO UNIVERSALLY ACCEPTABLE SET OF STANDARDS IS AVAILABLE FOR PLANNING MORE ADEQUATE LOCAL SCHOOL DISTRICT STURCTURES. TWO SEPARATE APPROACHES SEEM TO BE DEVELOPING WITHIN THE VARIOUS STATES. ONE IS THE FORMATION OF LOCAL SCHOOL DISTRICTS OF SUFFICIENT SIZE TO MEET THE EDUCATIONAL NEEDS OF ALL CHILDREN. THE OTHER IS TO MAKE LOCAL SCHOOL DISTRICTS AS LARGE AS PRACTICABLE, BUT TO ALLOCATE HIGH COST AND SPECIALIZED FUNCTIONS TO SOME TYPE OF REGIONAL AGENCY. ALTHOUGH SCHOOL DISTRICT REORGANIZATION IS NEEDED IN SEVERAL SECTIONS OF THE COUNTRY, THERE ARE MANY COUNTERFORCES WHICH TEND TO IMPEDE PROGRESS IN THIS AREA. THIS ARTICLE APPEARS IN THE JOURNAL ON STATE SCHOOL SYSTEMS DEVELOPMENT, VOL. 1, NO. 2, SUMMER 1967, PP. 85-91. (ES)

DESCRIPTORS

ADMINISTRATIVE ORGANIZATION
ELEMENTARY SCHOOLS
SCHOOL DISTRICTS
SCHOOL REDISTRICTING
STATE SCHOOLS
VOCATIONAL EDUCATION
EDUCATIONAL OPPORTUNITIES
PLANNING
SCHOOL ORGANIZATION
SPECIAL EDUCATION
TECHNICAL EDUCATION

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

REPORT NUMBER ED041681

TITLE SCHOOL DISTRICT REORGANIZATION: CAN SMALL SCHOOLS COMPETE? A POSITION PAPER.

AUTHOR(S) MACH, DAVID P.; LEDERMAN, ALFRED T.

SOURCE WESTERN NEW YORK SCHOOL DEVELOPMENT COUNCIL, OLEAN.

NOTE 53 p.

PUB DATE 69

ABSTRACT

THE FOLLOWING POSITION STATEMENTS REGARDING SCHOOL REORGANIZATION ARE DISCUSSED IN CHAPTER-BY-CHAPTER SEQUENCE WITHIN THE PAPER: (1) IT IS THE RESPONSIBILITY OF ALL SCHOOLS, REGARDLESS OF SIZE, TO PREPARE STUDENTS ADEQUATELY TO LIVE FULL AND PRODUCTIVE LIVES IN A RAPIDLY CHANGING WORLD. (2) IN NEW YORK STATE, SCHOOL DISTRICT REORGANIZATION, WHILE ENCOURAGED BY STATE EDUCATION DEPARTMENT POLICY, IS STILL A MATTER OF LOCAL OPTION. (3) SMALL RURAL SCHOOL DISTRICTS, WITH THEIR LIMITED LOCAL TAX BASE, DEPEND ON STRONG FINANCIAL SUPPORT FORM THE STATE. IN RECENT YEARS, STATE SUPPORT HAS BEEN DECLINING. (4) REORGANIZATION MEANS NEITHER SAVING MONEY NOR INCREASING EXPENDITURES; HOWEVER, REORGANIZED DISTRICTS RECEIVE IMPORTANT FINANCIAL BENEFITS FROM INCENTIVE AND SPECIAL BUILDING AID. (5) SCHOOLS MUST OFFER A BROAD RANGE OF COURSES TO MEET INDIVIDUAL NEEDS AND OFFER STUDENTS AN OPPORTUNITY TO SURVEY MANY AREAS OF INTEREST AS WELL AS CONCENTRATE IN A FEW WITH SPECIAL APPEAL. REORGANIZED SCHOOL DISTRICTS OFFER STUDENTS A MUCH WIDER VARIETY OF FORMAL COURSES AND COCURRICULAR ACTIVITIES. (6) THE WELL-TRAINED TEACHER IS THE MOST IMPORTANT SINGLE ELEMENT IN ANY SCHOOL IDSTRICT. SMALL SCHOOLS HAVE PROBLEMS IN GETTING, KEEPING, AND USING TEACHERS. (AL)

DESCRIPTORS
ACADEMIC ACHIEVEMENT
BUDGETS
COMPARATIVE ANALYSIS
EMPLOYMENT PROBLEMS
FUNDAMANTAL CONCEPTS
PLANNING
SCHOOL ORGANIZATION
STATE AGENCIES
TEACHER CHARACTERISTICS
ATHLETIC PROGRAMS
CENTRALIZATION
EDUCATIONAL TRENDS
FACILITIES
OPERATING EXPENSES
RURAL AREAS
SMALL SCHOOLS
STATE AID

IDENTIFIERS
APPALACHIA
NEW YORK STATE

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AA 1.10 SCHOOL DISTRICT LEGAL STATUS

REPORT NUMBER EJ059729

TITLE ON THE DECLINE OF IN LOCO PARENTIS

AUTHOR(S) HOWARTH, ROY E.

PUB DATE JUN 72

DESCRIPTORS

DISCIPLINE POLICY	SCHOOL LAW
SCHOOL POLICY	SCHOOL RESPONSIBILITY
STUDENT RIGHTS	STUDENT SCHOOL RELATIONSHIP

IDENTIFIERS
IN LOCO PARENTIS

CITATION PHI DELTA KAPPAN; 53; 10; 626-628

AA 1.10 SCHOOL DISTRICT LEGAL STATUS

REPORT NUMBER ED004004

TITLE DESEGREGATION IN BERKELEY: SOME APPLICABLE LESSONS

AUTHOR(S) WOGAMAN, THOMAS D.

PUB DATE 69 APR

DESCRIPTORS

BOARDS OF EDUCATION	BUS TRANSPORTATION
COMMUNITY INVOLVEMENT	ELEMENTARY SCHOOLS
JUNIOR HIGH SCHOOLS	POLICY FORMATION
SCHOOL INTEGRATION	

IDENTIFIERS
BERKELEY

CITATION URBAN REV; 3; 5; 13-16

AA 1.10 SCHOOL DISTRICT LEGAL STATUS

REPORT NUMBER EJ125226

TITLE ANTERO PIETILA REPLIES

AUTHOR(S) PIETILA, ANTERO

PUB DATE JUL-AUG 75

ABSTRACT

A REPLY BY ANTERO PIETILA OF THE BALTIMORE SUN TO A RESPONSE BY PROFESSOR JOHN WALTON OF JOHNS HOPKINS UNIVERSITY, FORMER PRESIDENT OF THE BOARD OF SCHOOL COMMISSIONERS OF BALTIMORE, TO HIS ARTICLE WHICH WAS PUBLISHED IN 'INTEGRATEDUCATION' FOR NOVEMBER-DECEMBER, 1974. (AUTHOR/JM)

DESCRIPTORS

GOVERNANCE
  BOARD OF EDUCATION ROLE
  EDUCATIONAL ADMINISTRATION
  SCHOOL SYSTEMS
  POLITICAL ISSUES

POLITICS
URBAN EDUCATION
BOARDS OF EDUCATION
SCHOOL SUPERINTENDENTS
LOCAL ISSUES

IDENTIFIERS

MARYLAND (BALTIMORE)

CITATION INTEGRATED EDUCATION; 13; 4; 31

AA 1.10 SCHOOL DISTRICT LEGAL STATUS

REPORT NUMBER EJ125225

TITLE A RESPONSE TO BALTIMORE DESEGREGATION 'TUG OF WAR'

AUTHOR(S) WALTON, JOHN

PUB DATE JUL-AUG 75

ABSTRACT

A RESPONSE BY PROFESSOR JOHN WALTON OF JOHNS HOPKINS UNIVERSITY, FORMER PRESIDENT OF THE BOARD OF SCHOOL COMMISSIONERS OF BALTIMORE, TO THE ARTICLE BY ANTERO PIETILA OF THE BALTIMORE SUN WHICH WAS PUBLISHED IN 'INTEGRATEDUCATION' FOR NOVEMBER-DECEMBER 1974. (AUTHOR/JM)

DESCRIPTORS

GOVERNANCE
  BOARD OF EDUCATION ROLE
  EDUCATIONAL ADMINISTRATION
  SCHOOL SYSTEMS
  POLITICAL ISSUES

POLITICS
URBAN EDUCATION
BOARDS OF EDUCATION
SCHOOL SUPERINTENDENTS
LOCAL ISSUES

IDENTIFIERS

MARYLAND (BALTIMORE)

CITATION INTEGRATED EDUCATION; 13; 4; 31

AB 1.20 SCHOOL BOARDS' LEGAL STATUS; also ABA 1.201 and ABB 1.202

REPORT NUMBER ED100010

TITLE GOVERNANCE OF PUBLIC EDUCATION.

AUTHOR(S) MARAN, K. D.; MARTINEZ, ROBERT P.

SOURCE NATIONAL ORGANIZATION ON LEGAL PROBLEMS OF EDUCATION, TOPEKA, KANS.

NOTE 33 P.; CHAPTER 1 OF THE YEARBOOK OF SCHOOL LAW 1974, EA 006

PUB DATE 74

ABSTRACT

TWO BASIC QUESTIONS UNDERLIE SCHOOL LAW BATTLES: WHO GOVERNS PUBLIC EDUCATION? WHAT ARE THE LIMITS OF THE SCHOOL BOARD'S POWER? EXAMPLES CAN BE SEEN IN LITIGATION REGARDING QUESTIONS SUCH AS STATE-LOCAL RESPONSIBILITY IN SCHOOL FINANCE AND ASSESSMENT, THE PUBLIC RELEASE OF DISTRICT-WIDE TEST SCORES, THE AUTHORITY OF ARBITRATORS TO MAKE EDUCATIONAL POLICY DETERMINATIONS, THE EXTENT TO WHICH MANAGERIAL POWER CAN BE BARGAINED AWAY, THE POWER OF PUBLIC COLLEGES TO IMPOSE TENURE QUOTAS, AND A STATE-WIDE TEACHERS' UNION'S RIGHT TO REPRESENT IN COLLECTIVE BARGAINING THE PROFESSIONAL STAFF OF A STATE DEPARTMENT OF EDUCATION. SPECIFIC CASES RELATIONG TO SCHOOL BOARD POWER AND AUTHORITY, SCHOOL BOARD DUTIES, SCHOOL BOARD MEMBERSHIP AND ELECTIONS, SCHOOL DISTRICT ORGANIZATION, CONTROL OF BUILDING AND GROUNDS, SERVICE CONTRACTING, AND TORT LIABILITY FOR A MUISANCE ARE PRESENTED AND DISCUSSED IN THIS CHAPTER. (AUTHOR/DW)

DESCRIPTORS

BOARD OF EDUCATION ROLE
CONTRACTS
COURT LITIGATION
FEDERAL COURTS
INFORMATION NEEDS
POWER STRUCTURE
SCHOOL LAW
SUPREME COURTS
BOARDS OD EDUCATION
COURT CASES
ELEMENTARY SECONDARY EDUCATION
GOVERNANCE
ORGANIZATION
SCHOOL DISTRICT AUTONOMY
STATE BOARDS OF EDUCATION
YEARBOOKS

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

AB 1.20 SCHOOL BOARDS' LEGAL STATUS

REPORT NUMBER ED088234

TITLE TORT LIABILITY OF SCHOOL DISTRICTS, OFFICERS, AND EMPLOYEES.

AUTHOR(S) LENAGHAN, JAMES M.

SOURCE NATIONAL ORGANIZATION ON LEGAL PROBLEMS OF EDUCATION, TOPEKA, KANS.

NOTE 23 P.; CHAPTER 6 OF THE YEARBOOK OF SCHOOL LAW 1973, EA 005

PUB DATE 73

ABSTRACT

A TORT IS A CIVIL WRONG NOT BASED ON A CONTRACTUAL OBLIGATION AND WHICH RESULTS IN INJURY TO A PERSON. IN A TORT ACTION, THE INJURED PARTY CAN COLLECT FROM WHOMEVER INJURED HIM. THIS CHAPTER, ONE OF SEVEN IN THE 1973 YEARBOOK OF SCHOOL LAW, REPORTS THOSE COURT OPINIONS THAT DEAL DIRECTLY WITH TORT LIABILITY OF SCHOOL DISTRICTS, OFFICERS, AND EMPLOYEES. IN EARLY YEARBOOKS, TORT CASES REPRESENTED THE MAJORITY OF LEGAL ACTIONS INVOLVING SCHOOLS. MORE RECENTLY, HOWEVER, THE NUMBER OF TORT CASES REPRESENTED HAS DECLINED AS STUDENT EXPULSION AND TEACHER EMPLOYMENT SUITS CAME TO THE FOREFRONT. NEVERTHELESS, IN THE LAST TWO YEARS MORE TORT LITIGATION HAS REAPPEARED. IN ADDITION, ACTIONS AGAINST SCHOOL ADMINISTRATORS AND SCHOOL BOARD MEMBERS UNDER SECTION 1983 OF THE CIVIL RIGHTS OF 1871 HAVE BECOME MORE COMMON. FINALLY, NEW TYPES OF ACTION HAVE APPEARED, MANY CONCERNING THE POOR QUALITY OF SCHOOLS OR NONATTENDANCE IN SCHOOL. SOME OF THE TOPICS COVERED INCLUDE THE NATURE OF NEGLIGENCE, ASSAULT AND BATTERY, DEFAMATION, GOVERNMENTAL IMMUNITY, CONTRIBUTORY NEGLIGENCE, INDEMNIFICATION, INSURANCE, INDIVIDUAL LIABILITY OF SCHOOL BOARD MEMBERS AND SCHOOL ADMINISTRATORS, AND NEW TORT CAUSES OF ACTION. (AUTHOR/JF)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
CIVIL RIGHTS
INSURANCE PROGRAMS
SCHOOL DISTRICTS
BOARDS OF EDUCATION
COURT CASES
LEGAL RESPONSIBILITY
SCHOOL LAW

IDENTIFIERS

TORT LIABILITY

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

AB 1.20 SCHOOL BOARDS' LEGAL STATUS

REPORT NUMBER ED098322

TITLE IS LIABILITY A FACTOR AFFECTING SCHOOL SAFETY PATROL PROGRAMS TODAY?

AUTHOR(S) MCGHEHEY, MARION A.

NOTE 10 P.; SPEECH PRESENTED AT THE AMERICAN AUTOMOBILE ASSOCIATION SAFETY PATROL WORKSHOP (WILLIAMSBURG, VIRGINIA, JULY 1971)

PUB DATE JUL 71

ABSTRACT

THERE ARE THREE LEVELS OF POTENTIAL LIABILITY INVOLVED IN THE SPECIFIC AREA OF SCHOOL SAFETY PATROLS--LIABILITY OF THE SCHOOL DISTRICT AS AN ENTITY OF GOVERNMENT, LIABILITY OF THE INDIVIDUAL SCHOOL BOARD MEMBER, AND LIABILITY OF THE SCHOOL ADMINISTRATORS WHO SUPERVISE THE SCHOOL SAFETY PROGRAM. BUT THERE IS NO KNOWN CASE IN A COURT OF RECORD IN WHICH THESE LIABILITIES HAVE BEEN DECIDED. THERE ARE SEVERAL STEPS SCHOOL OFFICIALS CAN TAKE TO REDUCE THEIR LIABILITY POTENTIAL. THE FIRST IS TO SECURE ENACTMENT OF STATE LEGISLATION SPECIFICALLY AUTHORIZING THE MAINTENANCE OF SCHOOL SAFETY PATROLS. A SECOND STEP IS DIRECTING A COMPLETE REVIEW OF THE ENTIRE SCHOOL SAFETY PATROL PROGRAM. THIRDLY, IF EXEMPTING LEGISLATION IS NOT POSSIBLE, LEGISLATION SHOULD BE SOUGHT WHICH PROVIDES FOR THE INDEMNIFICATION OF ANY SCHOOL OFFICIAL OR EMPLOYEE WHO IS THE SUBJECT OF A JUDGMENT FOR DAMAGES IN ANY ACTION ARISING OUT OF THEPERFORMANCE OF HIS DUTIES. (NH)

DESCRIPTORS

ADMINISTRATOR RESPONSIBILITY
LEGAL PROBLEMS
LEGISLATION
SCHOOL SAFETY
BOARDS OF EDUCATION
LEGAL RESPONSIBILITY
SCHOOL ADMINISTRATION
TRAFFIC SAFETY

IDENTIFIERS

SCHOOL SAFETY PATROLS

AVAILABILITY: AMERICAN AUTOMOBILE ASSOCIATION (CONTACT LOCAL CLUBS), STOCK NO. 3128, PRICE NOT QUOTED

EDRS PRICE MF-$0.76 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

AB 1.20 SCHOOL BOARDS' LEGAL STATUS

REPORT NUMBER ED100009

TITLE YEARBOOK OF SCHOOL LAW 1974.

AUTHOR(S) DELON, FLOYD G., ED.

SOURCE NATIONAL ORGANIZATION ON LEGAL PROBLEMS OF EDUCATION, TOPEKA, KANS.

NOTE 264 P.; RELATED DOCUMENTS ARE ED 088 228 AND EA 006 629-635

PUB DATE 74

ABSTRACT

THE 1974 YEARBOOK COVERS A PERIOD IN WHICH SIGNIFICANT DEVELOPMENTS OCCURRED IN SCHOOL LAW. THE BOOK'S SEVEN CHAPTERS REPORT ON STATE AND FEDERAL COURT DECISIONS RELATING TO GOVERNANCE OF PUBLIC EDUCATION, SCHOOL FINANCE, SCHOOL PROPERTY, TEACHERS AND OTHERS SCHOOL EMPLOYEES, PUPILS, TORT LIABILITY, AND HIGHER EDUCATION. (AUTHOR/DW)

DESCRIPTORS

BOARDS OF EDUCATION
COURT LITIGATION
EDUCATIONAL FINANCE
FACILITIES
HIGHER EDUCATION
LEGAL RESPONSIBILITY
STUDENT RIGHTS
TEACHER EMPLOYMENT
COURT CASES
DUE PROCESS
ELEMENTARY SECONDARY EDUCATION
GOVERNANCE
LEGAL PROBLEMS
SCHOOL LAW
SUPREME COURTS
YEARBOOKS

AVAILABILITY: NATIONAL ORGANIZATION ON LEGAL PROBLEMS OF EDUCATION, 825 WESTERN, TOPEKA, KANSAS 66606 ($9.95)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

AB 1.20 SCHOOL BOARDS' LEGAL STATUS

REPORT NUMBER ED101448

TITLE THE COURTS AND THE SCHOOLS. PROFESSIONAL EDUCATION SERIES.

AUTHOR(S) STRAHAN, RICHARD DOBBS

SOURCE PROFESSIONAL EDUCATORS PUBLICATIONS, INC., LINCOLN, NEBR.

NOTE 148 P.

PUB DATE 73

ABSTRACT

THIS BOOK IS INTENDED TO PROVIDE PRESERVICE TEACHERS WITH INSIGHTS INTO MANY OF THE MAJOR LEGAL PROBLEMS ASSOCIATED WITH THE OPERATION OF PUBLIC SCHOOLS. IT ATTEMPTS TO CONVEY A BASIC UNDERSTANDING OF IMPORTANT COURT DECISIONS AND HOW THEY AFFECT CLASSROOM PRACTICES. SEPARATE CHAPTERS ARE DEVOTED TO DISCUSSION OF THE AMERICAN LEGAL TRADITION, GOVERNMENTAL EDUCATION POLICY, STATE AND LOCAL CONCERNS IN EDUCATIONAL POLICY, LOCAL MANAGEMENT OF SCHOOLS, SCHOOL ADMINISTRATION, LEGAL PROBLEMS OF TEACHERS, STUDENTS' RIGHTS, SCHOOL FINANCE, TEACHER LIABILITY, AND PROFESSIONAL NEGOTIATIONS. (AUTHOR/JG)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
BOARDS OF EDUCATION
COLLECTIVE BARGAINING
COLLECTIVE NEGOTIATION
COURT LITIGATION
DUE PROCESS
EDUCATIONAL ADMINISTRATION
EDUCATIONAL FINANCE
EDUCATIONAL LEGISLATION
ELEMENTARY SECONDARY EDUCATION
GOVERNMENT ROLE
LEGAL RESPONSIBILITY
SCHOOL LAW
STUDENT RIGHTS
TEACHER EDUCATION
TEACHER EMPLOYMENT
TEACHER RESPONSIBILITY

AVAILABILITY: PROFESSIONAL EDUCATORS PUBLICATIONS, INC., P.O. BOX 80728,
LINCOLN, NEBRASKA 68501 ($2.75)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

AB 1.20 SCHOOL BOARDS' LEGAL STATUS

REPORT NUMBER ED100066

TITLE SCHOOL LAW: HANDBOOK FOR SCHOOL BOARD MEMBERS. REVISED EDITION.

AUTHOR(S) HAGENY, WILLIAM J.

SOURCE NEW YORK STATE SCHOOL BOARDS ASSOCIATION, ALBANY.

NOTE 246 P.

PUB DATE 74

ABSTRACT

THIS BOOK PROVIDES CURRENT INFORMATION ON GENERAL QUESTIONS PERTAINING TO VARIOUS STATUTORY ENACTMENTS, COURT DECISIONS, AND ADMINISTRATIVE DECISIONS AFFECTING PUBLIC SCHOOLS. SINCE IT IS INTENDED FOR USE BY BOARDS OF EDUCATION IN NEW YORK STATE, HEAVY EMPHASIS IS PLACED ON PROVISIONS THAT APPLY SPECIFICALLY TO NEW YORK SCHOOLS. HOWEVER, SOME OF THE FEDERAL LEGISLATION AND COURT DECISIONS MENTIONED APPLY IN OTHER STATES AS WELL. THE BOOK IS ORGANIZED TOPICALLY INTO BROAD SUBJECT AREAS THAT COVER THE ENTIRE SPECTRUM OF PUBLIC EDUCATION. WITHIN EACH SECTION, A QUESTION AND ANSWER FORMAT IS USED TO ADDRESS SPECIFIC CONCERNS OF SCHOOL BOARD MEMBERS. A DETAILED TOPICAL INDEX REFERS TO RELEVANT PASSAGES BY CHAPTER AND QUESTION NUMBER. (JG)

DESCRIPTORS

ADMINISTRATIVE POLICY
BOARD OF EDUCATION ROLE
COURT LITIGATION
EDUCATIONAL FINANCE
FEDERAL LEGISLATION
REGIONAL COOPERATION
SCHOOL SUPERINTENDENTS
STATE LEGISLATION
TEACHER ADMINISTRATOR RELATIONSHIP
BOARD OF EDUCATION POLICY
BOARDS OF EDUCATION
EDUCATIONAL FACILITIES
ELEMENTARY SECONDARY EDUCATION
LEGAL RESPONSIBILITY
SCHOOL LAW
SCHOOL TAXES
STUDENT SCHOOL RELATIONSHIP
TEACHER EMPLOYMENT

IDENTIFIERS

NEW YORK
PUBLIC EMPLOYEES FAIR EMPLOYMENT ACT

AVAILABILITY: NEW YORK STATE SCHOOL BOARDS ASSOCIATION, 111 WASHINGTON AVENUE, ALBANY, NEW YORK 12210 ($6.95)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

AB 1.20 SCHOOL BOARDS' LEGAL STATUS

REPORT NUMBER ED105641

TITLE WHAT TO DO BEFORE YOU ARE SUED; WHEN YOU PROBABLY WILL BE.

AUTHOR(S) URBIGKIT, WALTER

NOTE 6 P.; PAPER PRESENTED AT THE ANNUAL CONVENTION OF THE NATIONAL SCHOOL BOARDS ASSOCIATION (35TH, MIAMI BEACH, FLORIDA, APRIL 19-22, 1975)

PUB DATE APR 75

ABSTRACT

SCHOOL BOARD MEMBERS ANTICIPATING BEING SUED FOR DAMAGES ARE ADVISED TO 'KEEP COOL, COLLECTED, QUIET AND INCONSPICUOUS.' PUBLICLY, A SCHOOL BOARD FACING SUIT SHOULD EMPLOY AN ATTORNEY FOR PROCEDURAL MATTERS, AND ANNOUNCE INTENTIONS TO FULLY INVESTIGATE THE PROBLEM. PRIVATELY, SCHOOL BOARD MEMBERS MUST AVOID MAKING ANY STATEMENTS THAT REFLECT BIAS, OPINION, PREJUDICE, OR KNOWLEDGE, SINCE, DURING COURT PROCEEDINGS, WITNESSES ARE OFTEN QUESTIONED TO DISCOVER ANY PRIOR ORIENTATIONS TOWARD THE CASE. THE RESPONSIBILITY OF SCHOOL BOARD MEMBERSHIP REQUIRES ONE TO TAKE STEPS FOR SELF-PROTECTION. (AUTHOR/DW)

DESCRIPTORS

BOARD OF EDUCATION ROLE
COURT LITIGATION
ELEMENTARY SECONDARY EDUCATION
LEGAL RESPONSIBILITY
BOARDS OF EDUCATION
EDUCATIONAL ADMINISTRATION
LEGAL PROBLEMS

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AB 1.20 SCHOOL BOARDS' LEGAL STATUS

REPORT NUMBER ED116280

TITLE SCHOOL BOARD MEMBER LIABILITY: WHO IS LIABLE? WHO IS NOT LIABLE? WHAT CAN BE DONE ABOUT IT?

AUTHOR(S) GRAHAM, RUSSELL R.

SOURCE TEXAS ASSOCIATION OF SCHOOL BOARDS, AUSTIN.

NOTE 21 P.

PUB DATE 75

ABSTRACT

THIS BOOKLET EXAMINES THE LIABILITY OF SCHOOL BOARD MEMBERS IN LIGHT OF THE UNITED STATES SUPREME COURT RULING IN WOOD V. STRICKLAND AND THE PROVISIONS OF TITLE VII OF THE 1964 CIVIL RIGHTS ACT. IT WAS PREPARED SPECIFICALLY TO INFORM TEXAS SCHOOL BOARD MEMBERS OF THEIR LEGAL RIGHTS AND RESPONSIBILITIES; HOWEVER, SINCE TEXAS GOVERNMENT OFFICIALS ARE LIABLE ONLY UNDER PROVISIONS OF FEDERAL LAW, MOST OF THE DISCUSSION WILL BE USEFUL TO SCHOOL OFFICIALS IN OTHER STATES AS WELL. DIFFERENT SECTIONS OF THE BOOKLET EXAMINE THE POTENTIAL LIABILITY OF BOARD MEMBERS, SUGGEST HOW A SCHOOL BOARD SHOULD OPERATE TO AVOID LIABILITY PROBLEMS, DISCUSS POSSIBLE STEPS A SCHOOL DISTRICT CAN TAKE TO PROTECT ITS BOARD MEMBERS FROM PERSONAL FINANCIAL LOSS, AND CONSIDER THE PROS AND CONS OF PURCHASING LIABILITY INSURANCE COVERAGE FOR SCHOOL BOARD MEMBERS. (JG)

DESCRIPTORS
ADMINISTRATOR GUIDES
BOARDS OF EDUCATION
COURT CASES
FEDERAL LEGISLATION
LEGAL PROBLEMS
SCHOOL LAW
BOARD OF EDUCATION ROLE
CIVIL LIBERTIES
ELEMENTARY SECONDARY EDUCATION
INSURANCE PROGRAMS
LEGAL RESPONSIBILITY
STUDENT RIGHTS

IDENTIFIERS
TEXAS
WOOD V. STRICKLAND
TORT LIABILITY

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

AB 1.20 SCHOOL BOARDS' LEGAL STATUS

REPORT NUMBER	ED120943
TITLE	THE SECOND SCHOOL ADMINISTRATORS LEGAL HANDBOOK.
AUTHOR(S)	FRENCH, LARRY L.
NOTE	161 P.; HANDBOOK FOR THE 1975 OHLAHOMA SCHOOL LAW INSTITUTE. FOR CHAPTERS OF THE DOCUMENT, SEE EA 008 103-112
PUB DATE	75

ABSTRACT

THIS HANDBOOK IS NOT NECESSARILY MEANT TO BE A LAWBOOK, BUT RATHER A MANUAL TO BE USED IN THE FIELD PRIOR TO THE NEED FOR A LAWYER. IT IS SPECIFICALLY DESIGNED TO ASSIST THE SCHOOL ADMINISTRATOR AND THE BOARD OF EDUCATION IN DEALING WITH STUDENTS, TEACHERS, STAFF PERSONNEL, AND PATRONS. IT ESSENTIALLY UPDATES MANY OF THE TOPICS COVERED IN THE ORIGINAL HANDBOOK, SPECIFICALLY DEALINGS WITH TEACHERS, STUDENT DUE PROCESS AND DISCIPLINE, IMPEDIMENTS, TORT LIABILITY, AND SCHOOL BOARD GENERAL RECOMMENDATIONS. THE HANDBOOK ALSO COVERS COLLECTIVE BARGAINING, STUDENT RECORDS, SEX DISCRIMINATION AND TITLE IX, AND STUDENT PUBLICATIONS. (AUTHOR/IRT)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
COLLECTIVE BARGAINING
ELEMENTARY SECONDARY EDUCATION
SEX DISCRIMINATION
STUDENT RECORDS
SUSPENSION
BOARDS OF EDUCATION
COURT LITIGATION
LEGAL RESPONSIBILITY
STUDENT PUBLICATIONS
SUPREME COURT LITIGATION
TEACHER DISMISSAL

IDENTIFIERS

OKLAHOMA

AVAILABILITY: UNIVERSITY OF OKLAHOMA COLLEGE OF LAW, CONTINUING LEGAL EDUCATION, 630 PARRINGTON OVAL, NORMAN, OKLAHOMA 73069 ($12.00)

EDRS PRICE MF-$0.83 HC-$8.69 PLUS POSTAGE

AB 1.20 SCHOOL BOARDS' LEGAL STATUS

REPORT NUMBER ED114958

TITLE GOVERNANCE.

AUTHOR(S) MORAN, K. D.

SOURCE NATIONAL ORGANIZATION ON LEGAL PROBLEMS OF EDUCATION, TOPEKA, KANS.

NOTE 37 P.; CHAPTER 1 OF THE YEARBOOK OF SCHOOL LAW 1975, EA 007

PUB DATE 75

ABSTRACT

THIS CHAPTER SUMMARIZED AND ANALYZES ALL STATE SUPREME COURT AND FEDERAL COURT DECISIONS AS WELL AS OTHER SIGNIFICANT COURT DECISIONS AFFECTING THE REALM OF SCHOOL GOVERNACE. THE CASES DISCUSSED ARE GENERALLY LIMITED TO THOSE DECIDED DURING 1974 AND REPORTED IN THE GENERAL DIGEST ON OR BEFORE MARCH 1, 1975. BECAUSE OF ITS UNUSUAL SIGNIFICANCE, THE AUTHOR ALSO EXAMINES THE 1975 CASE OF WOOD V. STRICKLAND. IN THIS DISCUSSION THE AUTHOR ATTEMPTS TO INTEGRATE RELATED CASES AND TO ILLUMINATE ANY UNIFYING LEGAL PRINCIPLES THAT UNDERLIE THE DECISIONS RELEVANT TO EACH SPECIFIC SUBTOPIC OF SCHOOL GOVERNANCE. SEPARATE SECTIONS OF THE CHAPTER FOCUS IN TURN ON CASES INVOLVING STATE BOARDS OF EDUCATION AND OTHER GOVERNMENTAL AGENCIES, POWERS AND DUTIES OF SCHOOL BOARDS, REVIEW OF SCHOOL BOARD ACTIONS, SCHOOL BOARDS AND THE PUBLIC'S RIGHT TO KNOW, SCHOOL BOARDS AND CONFLICTS OF INTEREST, SCHOOL DISTRICT AND BOARD MEMBER ELECTIONS, SCHOOL DISTRICT ORGANIZATION, CONTRACTS AND LEASES, AND MAINTENANCE OF A NUISANCE. (JG)

DESCRIPTORS

BOARD OF EDUCATION POLICY
BOARDS OF EDUCATION
COURT CASES
ELECTIONS
LEGAL RESPONSIBILITY
SCHOOL LAW
BOARD OF EDUCATION ROLE
CONTRACTS
COURT LITIGATION
ELEMENTARY SECONDARY EDUCATION
SCHOOL DISTRICTS
STATE BOARDS OF EDUCATION

AVAILABILITY: NOT AVAILABLE SEPARATELY; SEE EA 007 698

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS

AB 1.20 SCHOOL BOARDS' LEGAL STATUS

REPORT NUMBER ED120946

TITLE SCHOOL OFFICIAL LIABILITY: WOOD V. STRICKLAND.

AUTHOR(S) FRENCH, LARRY L.

NOTE 10 P.; CHAPTER 3 OF THE SECOND SCHOOL ADMINISTRATORS LEGAL HANDBOOK, EA 008 102

PUB DATE 75

ABSTRACT

IN WOOD V. STRICKLAND, THE SUPREMEM COURT HELD THAT A SCHOOL BOARD MEMBER IS NOT IMMUNE FROM LIABILITY FOR DAMAGES IF HE KNEW, OR REASONABLY SHOULD HAVE KNOWN, THAT THE ACTION HE TOOK WITHIN HIS SPHERE OF OFFICIAL RESPONSIBILITY WOULD VIOLATE THE CONSTITUTIONAL RIGHTS OF THE STUDENT AFFECTED; OR, IF HE TOOK THE ACTION WITH THE MALICIOUS INTENTION TO CAUSE A DEPRIVATION OF CONSTITUTIONAL RIGHTS OR OTHER INJURY TO THE STUDENT. THIS IS NOT A CHANGE IN THE COURT'S POSITION, AS IT HAS ALWAYS BEEN THE CASE THAT IF ONE CAN ESTABLISH 'BAD FAITH' OR 'MALICIOUS INTENT,' THEN ONE SUBSTANTIARES A CAUSE FOR COMPENSATORY AND PERHAPS PUNITIVE AWARD. FURTHER, IF ONE CAN ESTABLISH THAT AN OFFICIAL TOOK ACTION WHEN HE KNEW OF HIS OWN MIND THAT SUCH ACTION WOULD VIOLATE THE CONSTITUTIONAL RIGHTS OF A PERSON, THEN ONE HAS MET THE BURDEN OF PROOF. THE COURT ALSO INDICATED, HOWEVER, THAT THERE MUST BE A DEGREE OF 'IMMUNITY' ALLOWED IF THE WORK OF THE SCHOOLS IS TO GO FORWARD AND THE 'IMMUNITY' MUST BE SUCH THAT PUBLIC SCHOOL OFFICIALS UNDERSTAND THAT ACTION TAKEN IN THE GOOD FAITH FULFILLMENT OF THEIR RESPONSIBILITIES AND WITHIN THE BOUNDS OF REASON WILL NOT BE PUNISHED. (AUTHOR/IRT)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
CIVIL LIBERTIES
ELEMENTARY SECONDARY EDUCATION
LEGAL RESPONSIBILITY
SUPREME COURT LITIGATION
BOARDS OF EDUCATION
DUE PROCESS
FEDERAL COURT LITIGATION
STUDENTS

IDENTIFIERS

WOOD V. STRICKLAND

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE EA 008 102

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS

ABA 1.201 SCHOOL BOARD AUTHORITY; also AB 1.20 and ABB 1.202

REPORT NUMBER ED100010

TITLE GOVERNANCE OF PUBLIC EDUCATION

AUTHOR(S) MORAN, K. D.; MARTINEZ, ROBERT P.

SOURCE NATIONAL ORGANIZATION ON LEGAL PROBLEMS OF EDUCATION, TOPEKA, KANS.

NOTE 33 P.; CHAPTER 1 OF THE YEARBOOK OF SCHOOL LAW 1974, EA 006

PUB DATE 74

ABSTRACT

TWO BASIC QUESTIONS UNDERLIE SCHOOL LAW BATTLES: WHO GOVERNS PUBLIC EDUCATION? WHAT ARE THE LIMITS OF THE SCHOOL BOARD'S POWER? EXAMPLES CAN BE SEEN IN LITIGATION REGARDING QUESTIONS SUCH AS STATE-LOCAL RESPONSIBILITY IN SCHOOL FINANCE AND ASSESSMENT, THE PUBLIC RELEASE OF DISTRICT-WIDE TEST SCORES, THE AUTHORITY OF ARBITRATORS TO MAKE EDUCATIONAL POLICY DETERMINATIONS, THE EXTENT WO WHICH MANAGERIAL POWER CAN BE BARGAINED AWAY, THE POWER OF PUBLIC COLLEGES TO IMPOSE TENURE QUOTAS, AND A STATE-WIDE TEACHERS' UNION'S RIGHT TO REPRESENT IN COLLECTIVE BARGAINING THE PROFESSIONAL STAFF OF A STATE DEPARTMENT OF EDUCATION. SPECIFIC CASES RELATING TO SCHOOL BOARD POWER AND AUTHORITY, SCHOOL BOARD DUTIES, SCHOOL BOARD MEMBERSHIP AND ELECTIONS, SCHOOL DISTRICT ORGANIZATION, CONTROL OF BUILDING AND GROUNDS, SERVICE CONTRACTING, AND TORT LIABILITY FOR A NUISANCE ARE PRESENTED AND DISCUSSED IN THIS CHAPTER. (AUTHOR/DW)

DESCRIPTORS

BOARD OF EDUCATION ROLE
CONTRACTS
COURT LITIGATION
FEDERAL COURTS
INFORMATION NEEDS
POWER STRUCTURE
SCHOOL LAW
SUPREME COURTS
BOARDS OF EDUCATION
COURT CASES
ELEMENTARY SECONDARY EDUCATION
GOVERNANCE
ORGANIZATION
SCHOOL DISTRICT AUTONOMY
STATE BOARDS OF EDUCATION
YEARBOOKS

AVAILABILITY: NOT AVAILABLE SEPARATELY; SEE EA 006 628

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

ABA 1.201 SCHOOL BOARD AUTHORITY

REPORT NUMBER EJ117509

TITLE SCHOOL BOARDS: YOUR AUTHORITY HAS JUST BEEN RESTRICTED;
SCHOOL BOARD MEMBERS: YOUR SECURITY HAS JUST BEEN THREATENED

AUTHOR(S) NOLTE, M. CHESTER

PUB DATE APR 75

ABSTRACT

DISCUSSES THE U.S. SUPREME COURT'S RECENT RULING IN THE *STRICKLAND* CASE THAT SCHOOL BOARD MEMBERS MUST KNOW THE BASIC, UNQUESTIONED CONSTITUTIONAL RIGHT' OF ALL STUDENTS AND THAT INDIVIDUAL BOARD MEMBERS MAY BE LIABLE TO DAMAGE SUITS FILED BY STUDENTS WHOSE RIGHTS HAVE BEEN VIOLATED. (JG)

DESCRIPTORS

SCHOOL LAW
LEGAL RESPONSIBILITY
STUDENT RIGHTS
CIVIL LIBERTIES
ELEMENTARY SECONDARY EDUCATION
SUPREME COURT LITIGATION
BOARDS OF EDUCATION
DISCIPLINE POLICY
DUE PROCESS

IDENTIFIERS

STRICKLAND DECISION

CITATION *AMERICAN SCHOOL BOARD JOURNAL*; 162; 4; 33-35

ABA 1.201 SCHOOL BOARD AUTHORITY

REPORT NUMBER ED098719

TITLE THE STATE OF SCHOOL GOVERNANCE.

AUTHOR(S) ZEIGLER, HARMON

NOTE 19 P.; PAPER PRESENTED AT THE ANNUAL CONVENTION OF THE NATIONAL SCHOOL BOARDS ASSOCIATION (34TH, HOUSTON, TEXAS, APRIL 6-9, 1974)

PUB DATE APR 74

ABSTRACT

EVEN THOUGH PUBLIC SCHOOL DISTRICTS ARE STRUCTURED WITH THE EXPECTATION OF RESPONSIVE GOVERNANCE, MOST SCHOOL BOARDS ARE NOT PARTICULARLY RESPONSIVE TO THEIR CONSTITUENTS. SCHOOL BOARDS FROM POLITICALLY CONTENTIOUS DISTRICTS TEND TO BE MORE RESPONSIVE, BUT THEY HAVE EVEN LESS SUCCESS CHALLENGING THE DOMINANCE OF THE SUPERINTENDENT THAT DO LESS RESPONSIVE SCHOOL BOARDS. TO MAKE SCHOOLS TRULY RESPONSIVE, SOME MEANS WILL HAVE TO BE FOUND TO OFFSET THE DOMINANCE THAT RESULTS FROM THE SPECIALIZED KNOWLEDGE AND EXPERTISE OF THE SUPERINTENDENT. THERE IS SOME EVIDENCE THAT SCHOOLS ARE GRADUALLY BECOMING MORE POLITICIZED AND LESS ISOLATED FROM THEIR CONSTITUENTS, BUT IT IS DOUBTFUL THAT THE EDUCATIONAL CONTENT OR ACHIEVEMENTS OF 'RESPONSIVE' SCHOOLS WOULD DIFFER MARKEDLY FROM UNRESPONSIVE SCHOOLS. EVEN SO, AS LONG AS PEOPLE ARE COMMITTED TO MAINTAINING THE TRAPPINGS OF DEMOCRACY IN EDUCATION, THE REALITIES OF DEMOCRACY SHOULD BE ACHIEVED; SCHOOL BOARDS SHOULD EITHER GOVERN OR BE ABOLISHED. (AUTHOR/JG)

DESCRIPTORS

BOARD OF EDUCATION POLICY
BOARDS OF EDUCATION
COMMUNITY CONTROL
DEMOCRATIC VALUES
EDUCATIONAL CHANGE
ELEMENTARY SECONDARY EDUCATION
GOVERNANCE
POLITICAL ATTITUDES
POLITICAL INFLUENCES
POLITICAL POWER
PUBLIC SCHOOL SYSTEMS
SCHOOL SUPERINTENDENTS

EDRS PRICE MF-$0.76 HCO$1.58 PLUS POSTAGE

ABB 1.201 POWERS AND DUTIES

REPORT NUMBER EJ043523

TITLE HOUSTON, TEXAS: BTG CHANGES IN A BIG DISTRICT

AUTHOR(S) BOLAND, MOSELLE

PUB DATE OCT 71

ABSTRACT

WHY AND HOW THE BIGGEST DISTRICT IN TEXAS IS MAKING WAVES IN WHAT HAD BEEN A PLACID EDUCATIONAL POND. A RELATED ARTICLE IS EA 501 971. (AUTHOR)

DESCRIPTORS

BOARD ADMINISTRATOR RELATIONSHIP
BOARDS OF EDUCATION
EDUCATIONAL CHANGE
EDUCATIONAL ENVIRONMENT
SCHOOL DISTRICTS
SCHOOL SUPERINTENDENTS

CITATION SCHOOL MANAGEMENT; 15; 10; 20-23

ABB 1.202 POWERS AND DUTIES

REPORT NUMBER ED101446

TITLE BASIC BOARDSMANSHIP. WHAT EVERY SCHOOL BOARD MEMBER SHOULD KNOW SERIES, NO. 3.

AUTHOR(S) ANDERSON, B. ROBERT

SOURCE NEW JERSEY SCHOOL BOARDS ASSOCIATION, TRENTON.

NOTE 76 P.

PUB DATE 74

ABSTRACT

THIS BOOKLET IS INTENDED TO PROVIDE NEW SCHOOL BOARD MEMBERS WITH THE BACKGROUND AND BASIC INFORMATION THEY NEED TO PERFORM THEIR TASKS SUCCESSFULLY. IT ATTEMPTS TO CONVEY A BROAD UNDERSTANDING OF THE BOARD MEMBER'S ROLE, INCLUDING ITS SCOPE, LIMITATIONS, RESPONSIBILITIES, POTENTIAL PITFALLS, AND OPPORTUNITIES. VARIOUS CHAPTERS DISCUSS THE ORGANIZATIONAL AND INTERPERSONAL DYNAMICS OF SCHOOL BOARDS, CRISIS MANAGEMENT, BUDGETING AND EDUCATIONAL FINANCE, STUDENTS AND THE SCHOOL ENVIRONMENT, EMPLOYEE RELATIONS AND PERSONNEL MATTERS, AND EDUCATIONAL POLICY. (AUTHOR/JG)

DESCRIPTORS

BOARD ADMINISTRATOR RELATIONSHIP
CONFLICT RESOLUTION
EDUCATIONAL ENVIRONMENT
EDUCATIONAL FINANCE
EMPLOYER EMPLOYEE RELATIONSHIP
SCHOOL COMMUNITY RELATIONSHIP
BOARD OF EDUCATION POLICY
BOARDS OF EDUCATION
DECISION MAKING
EDUCATIONAL FACILITIES
PERSONNEL POLICY
STUDENT SCHOOL RELATIONSHIP

AVAILABILITY: NEW JERSEY SCHOOL BOARDS ASSOCIATION, P.O. BOX 909, TRENTON, NEW JERSEY 08605 ($3.50)

EDRS PRICE MF-$0.76 HC NOT AVAILABLE FROM EDRS.

ABB 1.202 POWERS AND DUTIES

REPORT NUMBER ED119291

TITLE THE POWERS AND DUTIES OF AN OKLAHOMA SCHOOL DISTRICT.

AUTHOR(S) FRENCH, LARRY L.

SOURCE OKLAHOMA UNIV., NORMAN. LAW CENTER

NOTE 191 P.; SOME PAGES MAY NOT REPRODUCE CLEARLY DUE TO MARGINAL QUALITY OF ORIGINAL

PUB DATE 74

ABSTRACT

THIS BOOK REPRESENTS THE AUTHOR'S THIRD EFFORT TO BRING SCHOOL DISTRICTS AND THEIR APPROPRIATE PERSONNEL UP-TO-DATE IN VOLUME FORM AS TO LEGISLATION, RULES AND REGULATIONS, STATUTES, (BOTH STATE AND FEDERAL), AND THE APPLICABLE INTERPRETATIONS BASED ON COURT DECISIONS. SELECTED AREAS OF CONCERN ARE DISCUSSED, AND THE OKLAHOMA STATUTE CITATION LISTED, FOLLOWED BY THE SECTION NUMBER FOUND IN THE OKLAHOMA SCHOOL CODE BOOK DISTRIBUTED BY THE STATE DEPARTMENT OF EDUCATION. (AUTHOR/MLF)

DESCRIPTORS
BOARD OF EDUCATION POLICY
CORPORAL PUNISHMENT
DUE PROCESS
LEAVE OF ABSENCE
SCHOOL DISTRICT AUTONOMY
SCHOOL LAW
STATE LEGISLATION
BOARDS OF EDUCATION
COURT LITIGATION
FEDERAL LEGISLATION
PREGNANCY
SCHOOL DISTRICTS
SCHOOL POLICY
SUSPENSION

IDENTIFIERS
OKLAHOMA

AVAILABILITY: DEPARTMENT OF CONTINUING LEGAL EDUCATION, UNIVERSITY OF OKLAHOMA LAW CENTER, 630 PARRINGTON OVAL, NORMAN, OKLAHOMA 73069 ($7.00)

EDRS PRICE MF-$0.83 PLUS POSTAGE. HC NOT AVAILABLE FROM EDRS.

ABB 1.202 POWERS AND DUTIES

REPORT NUMBER ED085872

TITLE SHAPING THE SCHOOLS A GUIDE TO BOARDMANSHIP. REVISED.

AUTHOR(S) PIERSON, H. L.

SOURCE NEW ENGLAND PROGRAM IN TEACHER EDUCATION, DURHAM, N.H.; NEW HAMPSHIRE SCHOOL BOARDS ASSOCIATION, DURHAM.

NOTE 145 P.

PUB DATE MAR 73

ABSTRACT

AN EFFECTIVE SCHOOL BOARD IS WELL AWARE OF ITS LEGAL STATUS AS A CORPORATE BODY. IT UNDERSTNDS ITS DUTY TO DELIBERATE AND REACH DECISIONS REGARDING THE EDUCATIONAL NEEDS OF THE COMMUNITY, THE BEST USE OF AVAILABLE RESOURCES, THE ADOPTION OF POLICIES AND PROGRAMS WHICH WILL SECURE AN OPPORTUNITY OF GREAT PERSONAL ADVANTAGE TO THE YOUTH OF THE COMMUNITY AND, AT THE SAME TIME, PROTECT THE STATE FORM THE CONSEQUENCES OF AN IGNORANT AND INCOMPETENT CITIZENRY. FREQUENTLY, SCHOOL BOARD MEMBERS, EITHER BY CHOICE OR BECAUSE OF FAILURE TO BE REELECTED, HAVE A RELATIVELY SHORT STAY IN OFFICE. THIS HIGH RATE OF 'TURNOVER' THRUSTS GREAT RESPONSIBILITIES ON THOSE WHO MAY NOT ALWAYS SEE CLEARLY THE CONSEQUENCES OF SOME IMPORTANT DECISION. THIS HANDBOOK IS DESIGNED TO EASE THE TRANSITIONAL PERIOD BY HIGHLIGHTING WHAT A NEW SCHOOL BOARD MEMBER IN NEW HAMPSHIRE NEEDS TO KNOW. DESCRIBED ARE NEEDED SKILLS IN NEGOTIATIONS, DECISIONMANKING, GOAL-SETTING, NEEDS ASSESSMENT, COMMUNICATIONS, AND COMMUNITY RELATIONS. EXPERIENCED COMMITTEEMEN SHOULD ALSO FIND THE INFORMATION USEFUL FOR THOSE NEW AND UNEXPECTED PROBLEMS THAT CONSTANTLY ARISE. (AUTHOR)

DESCRIPTORS

ADMINISTRATIVE PRINCIPLES
BOARD ADMINISTRATOR RELATIONSHIP
BOARD OF EDUCATION ROLE
EDUCATIONAL POLICY
SCHOOL COMMUNITY RELATIONSHIP
SCHOOL DISTRICTS
ADMINISTRATOR GUIDES
BOARD OF EDUCATION POLICY
BOARDS OF EDUCATION
PUBLIC SCHOOL SYSTEMS
SCHOOL DISTRICT AUTONOMY

AVAILABILITY: NEW HAMPSHIRE SCHOOL BOARDS ASSOCIATION, 6 GARRISON AVENUE
DURHAM, NEW HAMPSHIRE 03824 ($2.50)

EDRS PRICE MF-$0.75 HC-$6.60 PLUS POSTAGE

ABB 1.202 POWERS AND DUTIES

REPORT NUMBER ED017068

TITLE SCHOOL BOARD BIBLIOGRAPHY.

AUTHOR(S) JAMES, H. THOMAS

SOURCE STANFORD UNIV., CALIF. SCHOOL OF EDUCATION

NOTE 132 P.

PUB DATE 67

ABSTRACT

A COMPREHENSIVE BIBLIOGRAPHY DESIGNED TO HIGHLIGHT MAJOR ISSUES AND ASSIST PROSPECTIVE RESEARCHERS IN THE FIELD OF SCHOOL BOARD RELATIONSHIPS CONSISTS OF ABSTRACTS OF SEVEN DISSERTATIONS FROM A SERIES OF CORRELATED STUDIES SPONSORED BY THE CARNEGIE FOUNDATION AND AN ANNOTATED BIBLIOGRAPHY OF 204 BOOKS, ARTICLES, CHAPTERS, REPORTS, AND THESES. DISSERTATIONS ABSTRACTED INCLUDE 'THE BOARD OF EDUCATION IN THE 'GREAT CITIES,' 1890-1964,' 'A FUNCTIONAL-SYSTEMS ANALYSIS OF SCHOOL BOARD PERFORMANCE,' 'CONSIDERATION IN ADMINISTRATOR CONTRACT TERMINATIONS,' 'SOCIAL STATUS AND CONFLICT MANAGEMENT IN LOCAL SCHOOL DISTRICTS,' 'THE RECALL ELECTION OF SCHOOL BOARD MEMBERS IN CALIFORNIA, 1045-1965,' 'CONFLICT RESOULTION AND CALIFORNIA SCHOOL BOARD RECALL ELECTIONS,' AND 'AN EXPLORATION OF SCHOOL BOARD DECISIONS.' BIBLIOGRAPHIC ITEMS RELATED TO SCHOOL BOARDS, DATING FROM 1869 TO 1966, ARE CLASSIFIED INTO ONE OR MORE OF 14 CATEGORIES--(1) RELATIONSHIPS WITH ADMINISTRATORS AND TEACHERS, (2) INDIVIDUAL CHARACTERISTICS OF BOARD MEMBERS, (3) RELATIONSHIPS WITH COMMUNITY, (4)INFLUENCES ON CURRICULA, (5) DECISIONMAKING PROCESSES, (6) MEMBER SELECTION AND ORIENTATION, (7) RELATIONSHIPS WITH STATE AND FEDERAL GOVERNMENTAL AGENCIES, (8) FUNCTIONS, POWERS, AND RESPONSIBILITIES, (9) PREDICTED AND RECOMMENDED STRUCTURES AND FUNCTIONS, (10) LEGAL CONSTRAINTS, (11) RELATIONSHIPS OF SIZE AND LOCATION OF SCHOOL DISTRICT TO BOARD STRUCTURE AND FUNCTION, (12) LOCAL CONTROL OF EDUCATION, (13) HISTORY OF SCHOOL BOARDS, AND (14) RESEARCH ON SCHOOL BOARDS. (JK)

DESCRIPTORS

ANNOTATED BIBLIOGRAPHIES
BOARD CANDIDATES
BOARDS OF EDUCATION
ELECTIONS
SCHOOL COMMUNITY RELATIONSHIP
SOCIAL STATUS
SYSTEMS ANALYSIS
BOARD ADMINISTRATOR RELATIONSHIP
BOARD OF EDUCATION POLICY
CONFLICT RESOLUTION
FEDERAL PROGRAMS
SCHOOL DISTRICTS
STATE AGENCIES
TEACHER ADMINISTRATOR RELATIONSHIP

IDENTIFIERS

STANFORD

EDRS PRICE MF-$0.75 HC-$6.60 PLUS POSTAGE

ABB 1.202 POWERS AND DUTIES

REPORT NUMBER ED033478

TITLE THE FUTURE OF CITY SCHOOL BOARDS.

AUTHOR(S) CAMPBELL, RONALD F.

NOTE 19 P.; PAPER PREPARED FOR NATIONAL SCHOOL BOARDS ASSOCIATION SEMINAR, JULY 10-12, 1969.

PUB DATE 10 JUL 69

ABSTRACT

THE LATE 19TH AND EARLY 20TH CENTURIES WERE THE PERIOD OF RAPED URBAN DEVELOPMENT FOSTERED BY INDUSTRIALIZATION. THIS WAS ALSO THE PERIOD OF SYSTEM-WIDE DEVELOPMENT OF CITY SCHOOL DISTRICTS FUNDED BY FAVORABLE TAX BASES FROM INDUSTRIAL PROPERTY AND FROM A COMPLETE CROSS-SECTION OF SOCIAL STRATA. THE FIRST CONSOLIDATION OF DISTRICTS BEGAN WITHIN THE CITIES AND, AT LEAST AS AN IDEAL, AN ELITIST CONCEPT GOVERNED THE SELECTION OF PERSONS FOR A PLACE ON RELATIVELY AUTONOMOUS SCHOOL BOARDS. POPULATION SHIFTS, DECENTRALIZATION OF INDUSTRY, AND DEMANDS FOR LOCAL CONTROL HAVE EACH SERVED TO ERODE THE POSITION OF CITY BOARDS. IT IS CURRENTLY POSSIBLE TO SEE A TREND TOWARD MORE REPRESENTATIVE BOARDS, HAVING GREATER CITIZEN INVOLVEMENT. DECENTRALIZED, FEDERATED SCHOOL SYSTEMS ARE IN SIGHT WITH THE BOARD FREE TO BECOME A MORE EFFECTIVE POLITICAL FORCE. ALONG WITH MORE FORCE WILL COME MORE RESPONSIBILITY BECAUSE THE BOARD WILL BE HELD INCREASINGLY ACCOUNTABLE FOR THE RESULTS OF PUBLIC EDUCATION. (DE)

DESCRIPTORS

BOARD OF EDUCATION ROLE
CITY DEMOGRAPHY
EDUCATIONAL TRENDS
MINORITY ROLE
SCHOOL DISTRICT AUTONOMY
SOCIAL CHANGE
SUPERINTENDENT ROLE
URBAN SCHOOLS
BOARDS OF EDUCATION
COST EFFECTIVENESS
FEDERAL STATE RELATIONSHIP
PARENT SCHOOL RELATIONSHIP
SCHOOL ROLE
STATE SCHOOL DISTRICT RELATIONSHIP
TEACHER MILITANCY

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

ABC 1.203 BOARD MEMBERS; also ABC 2.104

REPORT NUMBER ED108335

TITLE WHAT MAKES AN EFFECTIVE SCHOOL BOARD MEMBER?

AUTHOR(S) PAGE, RUTH H.

SOURCE TRI-STATE AREA SCHOOL STUDY COUNCIL, PITTSBURGH, PA.

NOTE 13 P.

PUB DATE 75

ABSTRACT

THE MOST IMPORTANT RESPONSIBILITY OF EVERY SCHOOL BOARD IS TO SET GOALS FOR THE SCHOOL SYSTEM. A STUDY OF GOALS SHOULD BE CONDUCTED EVERY FEW YEARS; THE PROCESS IS CONTINUAL. IT IS IMPORTANT THAT THE COMMITTEE CHOSEN BY THE BOARD TO ASSIST IN SETTING GOALS BE TRULY REPRESENTATIVE OF THE TOTAL COMMUNITY. ALL AREAS OF THE CURRICULUM SHOULD BE SUBJECT TO THE SAME COMMITTEE STUDY USED TO ESTABLISH GOALS FOR THE SYSTEM. EVALUATION OF THE SCHOOLS IN TERMS OF THE SELECTED GOALS IS THE BOARD'S SECOND MOST IMPORTANT FUNCTION. EFFECTIVE BOARD POLICY AND ADMINISTRATIVE PRACTICE USE EVALUATION AS A TOOL FOR IMPROVING PERFORMANCE. A GOOD APPROACH COMBINES EVALUATION OF THE SUPERINTENDENT WITH THAT OF THE BOARD AND ITS POLICIES. IT IS THE DUTY OF THE BOARD TO FORMULATE POLICIES THAT ENABLE THE SUPERINTENDENT TO ADMINISTER THE SCHOOLS, AND BOTH THE BOARD AND THE SUPERINTENDENT MUST KNOW THE DIFFERENCE BETWEEN POLICY-MAKING AND ADMINISTRATION. POLICIES SHOULD BE FORMULATED WITH THE ADVICE AND ASSISTANCE OF THOSE AFFECTED BY THEM. SUCH CONSULTATION SHOULD BECOME AN UNDEVIATING PRACTICE FOR EVERY BOARD. THE CODES OF ETHICS PREPARED BY MANY STATE BOARD ASSOCIATIONS SHOULD BE STUDIED OR ADAPTED FOR THE DISTRICT'S OWN CODE; LOCAL CITIZENS SHOULD BE INVOLVED IN THIS STUDY AS WELL. (AUTHOR/JG)

DESCRIPTORS

BOARD ADMINISTRATOR RELATIONSHIP
BOARD OF EDUCATION ROLE
CITIZEN PARTICIPATION
CURRICULUM EVALUATION
EDUCATIONAL OBJECTIVES
ETHICS
BOARD OF EDUCATION POLICY
BOARDS OF EDUCATION
COMMUNITY INVOLVEMENT
EDUCATIONAL ASSESSMENT
ELEMENTARY SECONDARY EDUCATION
POLICY FORMATION

AVAILABILITY: THE INTERSTATE PRINTERS & PUBLISHERS, INC., 19-27 NORTH JACKSON STREET, DANVILLE, ILLINOIS 61832 (REORDER NO. 1719)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS

ABCD 1.207 METHOD OF ELECTION; also A 1.10 and ABC 1.203

REPORT NUMBER ED117786

TITLE THE CONCEPT OF CONTROL RELATED TO DECISIONS UNDER APPOINTED AND ELECTED SCHOOL BOARDS.

AUTHOR(S) MICHEL, GEORGE J.

NOTE 15 P.

PUB DATE 75

ABSTRACT

THIS STUDY EXAMINED A SCHOOL DISTRICT BEFORE AND AFTER ITS SCHOOL BOARD CHANGED FROM APPOINTED STATUS TO ELECTED STATUS TO DETERMINE IF THERE WERE SIGNIFICANT DIFFERENCES IN THE BOARD'S HANDLING OF CONSTITUENT DEMANDS. SCHOOL BOARD MINUTES WERE EXAMINED AND DEMANDS WERE ANALYZED FOR A SIX-MONTH PERIOD UNDER THE APPOINTED SCHOOL BOARD, THEN COMPARED TO DEMANDS FOR SIX MONTHS UNDER THE ELECTED SCHOOL BOARD. RESULTS OF THE ANALYSIS SHOWED SIGNIFICANT DIFFERENCES IN THE CONTROL FUNCTIONS OF THE APPOINTED AND ELECTED SCHOOL BOARDS IN 6 OF 15 DEMAND AREAS. OF THESE, THE ELECTED SCHOOL BOARD WAS MORE RESPONSIVE IN THE THREE AREAS OF NEW TEACHING METHODS, STUDENT BEHAVIOR, AND COMMUNITY SERVICES. THERE WERE DISTINCT DIFFERENCES IN THE CONTROL FUNCTIONS PERFORMED BY THE APPOINTED AND ELECTED BOARDS. HOWEVER, ONLY DEMANDS FOR NEW TEACHING METHODS WERE BOTH QUANTITATIVELY AND QUALITATIVELY DIFFERENT UNDER THE ELECTED BOARD. THERE WAS STRON EVIDENCE THAT THE SCHOOL BOARD DOES EXERT POLITICAL CONTROL IN PROCESSING ITS DECISIONS. THIS SEEMS TO DISAGREE WITH SOME EARLIER STUDIES, BUT THE EARLIER STUDIES CONCENTRATED ONLY ON MONEY DEMANDS. BY BROADENING THE SPECTRUM OF DEMANDS ANALYZE, THE PRESENT STUDY FOUND SIGNIFICANT DIFFERENCES IN POLITICAL CONTROL FUNCTIONS THAT EARLIER STUDIES HAD MISSED.

DESCRIPTORS

BOARD OF EDUCATION POLICY
COMMUNITY CONTROL
EDUCATIONAL POLICY
GOVERNANCE
POLITICAL INFLUENCES
SCHOOL COMMUNITY RELATIONSHIP
BOARDS OF EDUCATION
DECISION MAKING
ELEMENTARY SECONDARY EDUCATION
POLICY FORMATION
POLITICS

EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE

ABC 1.203 BOARD MEMBERS; also BA 2.10

REPORT NUMBER EJ130982

TITLE THE GREAT GREAT NECK WAR

AUTHOR(S) FIRESTER, JOAN; KAZLOW, CAROLE

PUB DATE FEB 76

ABSTRACT

THE KEY TO UNDERSTANDING THE GREAT NECK CASE APPEARS TO LIE IN WHAT IT IS THAT BOARD MEMBERS, THE COMMUNITY, AND SCHOOL ADMINISTRATORS PERCEIVE TO BE THE LEGITIMATE ROLE OF BOARD INCUMBENTS AND THE SUPERINTENDENT. (AUTHOR)

DESCRIPTORS

SUPERINTENDENTS
BOARD OF EDUCATION ROLE
ROLE PERCEPTION
EDUCATIONAL INNOVATION
CONFLICT
BOARDS OD EDUCATION
POLICY FORMATION
ELEMENTARY SECONDARY EDUCATION
ACADEMIC ACHIEVEMENT

CITATION PHI DELTA KAPPAN; 57; 6; 379-383

ABCD 1.207 METHOD OF ELECTION; also A 1.0 and ABC 1.203

REPORT NUMBER ED117786

TITLE THE CONCEPT OF CONTROL RELATED TO DECISIONS UNDER APPOINTED AND ELECTED SCHOOL BOARDS.

AUTHOR(S) MICHEL, GEORGE J.

NOTE 15 P.

PUB DATE 75

ABSTRACT

THIS STUDY EXAMINED A SCHOOL DISTRICT BEFORE AND AFTER ITS SCHOOL BOARD CHANGED FROM APPOINTED STATUS TO ELECTED STATUS TO DETERMINE IF THERE WERE SIGNIFICANT DIFFERNECES IN THE BOARD'S HANDLING OF CONSTITUENT DEMANDS. SCHOOL BOARD MINUTES WERE EXAMINED AND DEMANDS WERE ANALYZED FOR A SIX-MONTH PERIOD UNDER THE APPOINTED SCHOOL BOARD, THEN COMPARED TO DEMANDS FOR SIX MONTHS UNDER THE ELECTED SCHOOL BOARD. RESULTS OF THE ANALYSIS SHOWER SIGNIFICANT DIFFERENCES IN THE CONTROL FUNCTIONS OF THE APPOINTED AND ELECTED SCHOOL BOARDS IN 6 OF 15 DEMAND AREAS. OF THESE, THE ELECTED SCHOOL BOARD WAS MORE RESPONSIVE IN THE THREE AREAS OF NEW TEACHING METHODS, STUDENT BEHAVIOR, AND COMMUNITY SERVICES. THERE WERE DISTINCT DIFFERENCES IN THE CONTROL FUNCTIONS PERFORMED BY THE APPOINTED AND ELECTED BOARDS. HOWEVER, ONLY DEMANDS FOR NEW TEACHING METHODS WERE BOTH QUANTITATIVELY AND QUALITATIVELY DIFFERENT UNDER THE ELECTED BOARD. THERE WAS STRONG EVIDENCE THAT THE SCHOOL BOARD DOES EXERT POLITICAL CONTROL IN PROCESSING ITS DECISIONS. THIS SEEMS TO DISAGREE WITH SOME EARLIER STUDIES, BUT THE EARLIER STUDIES CONCENTRATED ONLY ON MONEY DEMANDS. BY BROADENING THE SPECTRUM OF DEMANDS ANALYZED, THE PRESENT STUDY FOUND SIDNIFICANT DIFFERENCES IN POLITICAL CONTROL FUNCTIONS THAT EARLIER STUDIES HAD MISSED.

DESCRIPTORS

BOARD OF EDUCATION POLICY
COMMUNITY CONTROL
EDUCATIONAL POLICY
GOVERNANCE
POLITICAL INFLUENCES
SCHOOL COMMUNITY RELATIONSHIP
BOARDS OF EDUCATION
DECISION MAKING
ELEMENTARY SECONDARY EDUCATION
POLICY FORMATION
POLITICS

EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE

ABCA 1.204 NUMBER OF BOARD MEMBERS

REPORT NUMBER	ED115166
TITLE	EDUCATIONAL STRUCTURES OF THE 50 STATES.
SOURCE	MARYLAND STATE DEPT. OF EDUCATION, BALTIMORE
NOTE	57 P.; REPORT OF THE GOVERNOR'S COMMISSION ON STRUCTURE AND GOVERNANCE OF EDUCATION IN MARYLAND.
PUB DATE	JUN 74

ABSTRACT

THESE 51 CHARTS OUTLINE THE GENERAL EDUCATIONAL STRUCTURE OF EACH STATE AND THE DISTRICT OF COLUMBIA. THE CHARTS IDENTIFY ELEMENTARY, SECONDARY, AND POSTSECONDARY STATE-LEVEL BOARDS, BHIEF STATE SCHOOL OFFICERS, AND LOCAL STRUCTURES, AS WELL AS INSTITUTIONAL BOARDS. THE RELATIONSHIPS BETWEEN THESE ENTITIES ARE ALSO INDICATED. WHERE POSSIBLE THE SIZE OF BOARD, THE METHODS OF SELECTION, AND TERMS OF OFFICERS ARE SHOWN. THE BOARDS ARE ALSO IDENTIFIED AS GOVERNING, COORDINATING, ADVISORY, OR SUPERVISORY. A BASIC CHART FORM IS USED TO INSURE SOME UNIFORMITY. (AUTHOR/KE)

DESCRIPTORS

ADMINISTRATIVE ORGANIZATION
CHARTS
GOVERNING BOARDS
ORGANIZATION
PROGRAM DESCRIPTIONS
STATE BOARDS OF EDUCATION
BOARDS OF EDUCATION
ELEMENTARY EDUCATION
HIGHER EDUCATION
POST SECONDARY EDUCATION
SECONDARY EDUCATION

EDRS PRICE MF-$0.76 HC-$3.32 PLUS POSTAGE

ABCA 1.204 NUMBER OF BOARD MEMBERS

REPORT NUMBER ED120962

TITLE POST-BUREAUCRATIC ORGANIZATION AND EDUCATIONAL INNOVATION

AUTHOR(S) WEINMAN, JANICE J.; WOLNER, THEODORE

NOTE 28 P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (SAN FRANCISCO, CALIFORNIA, APRIL 19-23, 1976). NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT

PUB DATE APR 76

ABSTRACT

THE PRINCIPLES OF STRUCTURE AND PROCEDURE FOR INNOVATIVE ORGANIZATIONS ARTICULATED BY BOTH POSTBUREAUCRATIC ESSAYISTS AND THE ORGANIZATION THEORISTS OF INNOVATION ARE IDENTIFIED. THE CONDITIONS NECESSARY TO GENERATE INNOVATION--SAMLL, COLLEGIAL, PROBLEM-SOLVING GROUPS; AUTONOMY OF LINE PROFESSIONALS; SEPARATION OF PLANNING FROM THE PROCESS OF MANAGEMENT, AND EXPERIMENTAL MODELS--ARE FIRST ANALYZED IN A THEORETICAL CONTEXT. THE RELEVANCE OF THE CONCLUSIONS DRAWN IS THEN TESTED BY EXAMINING THEIR APPLICABILITY IN ONE TRADITIONAL BUREAUCRITIC SERVICE ORGANIZATION--THE NEW YORK CITY BOARD OF EDUCATION. (AUTHOR)

DESCRIPTORS

- BOARDS OF EDUCATION
- CASE STUDIES
- EDUCATIONAL CHANGE
- EDUCATIONAL PLANNING
- INNOVATION
- MODELS
- ORGANIZATIONS (GROUPS)
- SCHOOL SYSTEMS
- BUREAUCRACY
- COMMUNITY AGENCIES (PUBLIC)
- EDUCATIONAL INNOVATION
- ELEMENTARY SECONDARY EDUCATION
- MANAGEMENT
- ORGANIZATION
- PROBLEM SOLVING
- SPECIALISTS

IDENTIFIERS

- NEW YORK (NEW YORK)
- NEW YORK CITY PUBLIC SCHOOLS

EDRS PRICE MF-$0.83 PLUS POSTAGE HC NOT AVAILABLE FROM EDRS.

ABCA 1.204 NUMBER OF BOARD MEMBERS

REPORT NUMBER ED078500

TITLE DO YOU NEED (OR WANT) STUDENTS ON THE SCHOOL BOARD

AUTHOR(S) PLACE, ROGER A.

NOTE 4 P.; PAPER PRESENTED AT AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS ANNUAL MEETING (105TH, ATLANTIC CITY, NEW JERSEY, FEBRUARY 24-28, 1973)

PUB DATE 26 FEB 73

ABSTRACT

IN THIS PAPER THE AUTHOR DISCUSSES SOME OF THE NEW APPROACHES FOR SECURING STUDENT INPUT INTO SCHOOL GOVERNANCE. SOME OF THESE APPROACHES ARE THE PRINCIPAL'S CABINET, THE SUPERINTENDENT'S CABINET, AND THE STUDENT SCHOOL BOARD. THE AUTHOR FEELS, HOWEVER, THAT AT THE PRESENT TIME THERE ARE TOO MANY ATTENDANT OBSTACLES IN MAKING STUDENTS FULL-FLEDGED MEMBERS OF OFFICIAL SCHOOL BOARDS. THESE OBSTACLES CENTER ON STATUTORY REGUALTIONS, HIGH MOBILITY RATES FOR THIS AGE GROUP, AND ADVERSE ADMINISTRATOR REACTION. THE BEST PLAN OF ACTION WOULD APPEAR TO BE TO RETAIN, REMODEL, AND REVITALIZE THE EXISTING STUDENT COUNCILS, INTERRELATING THEM WITH ONE OF THE NEWER APPROACHES SUCH AS THAT OF THE STUDENT SCHOOL BOARD. EXAMPLES ARE DRAWN FROM DEVELOPMENTS IN THE SECONDARY SCHOOLS OF THE CITY OF NORFOLK; EMPHASIS IS PLACED ON THE NEED FOR STRUCTURING STUDENT INPUT. (AUTHOR)

DESCRIPTORS
BOARDS OF EDUCATION
GOVERNANCE
SPEECHES
STUDENT GOVERNMENT
STUDENT PARTICIPATION
STUDENT ROLE
COCURRICULAR ACTIVITIES
ORGANIZATION
STUDENT ATTITUDES
STUDENT ORGANIZATIONS
STUDENT RESPONSIBILITY

IDENTIFIERS
BOARD STUDENT RELATIONSHIP

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

ABCB 1.205 QUALIFICATIONS

REPORT NUMBER ED100022

TITLE SCHOOL BOARDS THEIR POLICY-MAKING RELEVANCE.

AUTHOR(S) WILES, DAVID K.; CONLEY, HOUSTON

NOTE 24 P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE NATIONAL SCHOOL BOARDS ASSOCIATION (34TH, HOUSTON, TEXAS, APRIL 1974)

PUB DATE APR 74

ABSTRACT

THIS PAPER CONTAINS TWO SECTIONS, EACH WITH A DIFFERENT AUTHOR, THAT ADDRESS THE NEED TO INCREASE THE EFFECTIVE ROLE OF SCHOOL BOARDS IN PUBLIC SCHOOL GOVERNANCE. SECTION 1, BY DAVID K. WILES, ARGUES THAT MOST SCHOOL BOARDS ARE BECOMING INCREASINGLY IRRELEVANT IN EDUCATIONAL POLICYMAKING AND OFFERS A RADICAL ALTERNATIVE TO THE PRESENT ARRANGEMENT THAT WOULD COUNTERACT THIS TREND. SECTION 2, BY HOUSTON CONLEY, SUGGESTS A TRAINING PROGRAM FOR SCHOOL BOARD MEMBERS THAT WOULD IMPROVE THEIR POLITICAL AND ADMINISTRATIVE SKILLS AND ENABLE THEM TO MEET THE DEMANDS OF MODERN EDUCATION AND RESPOND BETTER TO THE NEEDS OF THEIR CONSTITUENTS. (JG)

DESCRIPTORS

BOARD ADMINISTRATOR RELATIONSHIP
BOARD OF EDUCATION ROLE
EDUCATIONAL PLANNING
GOVERNANCE
LEADERSHIP TRAINING
POLICY FORMATION
SCHOOL DISTRICTS
BOARD OF EDUCATION POLICY
BOARDS OF EDUCATION
EDUCATIONAL POLICY
INSERVICE PROGRAMS
MANAGEMENT EDUCATION
SCHOOL COMMUNITY RELATIONSHIP

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

ABCB 1.205 QUALIFICATIONS

REPORT NUMBER ED024135

TITLE A BIBLIOGRAPHY OF EMPIRICAL STUDIES OF SCHOOL BOARDS, 1900-1951. A RE-ISSUE.

AUTHOR(S) CHARTER, W. W., JR.

SOURCE OREGON UNIV., EUGENE. CENTER FOR ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION.

NOTE 15 P.

ABSTRACT

THIS BIBLIOGRAPHY LISTS 101 JOURNAL ARTICLES, UNPUBLISHED MASTER'S AND DOCTORAL DISSERTATIONS, BULLETINS, BOOKS, AND MONOGRAPHS ON SCHOOL BOARD PERSONNEL. THE STUDIES LISTED CONTAIN SYSTEMATICALLY COLLECTED DATA REGARDING THE BEHAVIOR, ATTRIBUTES, ATTITUDES, OR INTERACTIONS OF BOARD MEMBERS. A RELATED DOCUMENT IS EA 001 758. (JK)

DESCRIPTORS

BIBLIOGRAPHIES
BOARDS OF EDUCATION
QUALIFICATIONS
SOCIAL ATTITUDES
SOCIAL STATUS
BOARD ADMINISTRATOR RELATIONSHIP
EDUCATIONAL SOCIOLOGY
SCHOOL COMMUNITY RELATIONSHIP
SOCIAL CHARACTERISTICS
SOCIOECONOMIC STATUS

AVAILABILITY: PUBLICATIONS DEP., CENTER FOR THE ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION, HENDRICKS HALL, UNIV. OF OREGON EUGENE, OREGON 97403 ($0.25).

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

ABCB 1.205 QUALIFICATIONS

REPORT NUMBER ED105645

TITLE THE BOARD'S CONCERN FOR CURRICULUM.

AUTHOR(S) CAWELTI, GORDON

NOTE 7 P.; PAPER PRESENTED AT THE ANNUAL CONVENTION OF THE NATIONAL SCHOOL BOARDS ASSOCIATION (35TH, MIAMI BEACH, FLORIDA, APRIL 19-22, 1975); NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT

PUB DATE APR 75

ABSTRACT

SCHOOL BOARD MEMBERS CAN ASSIST THE CHANGE PROCESS IN CURRICULUM DEVELOPMENT BY HELPING ANNUALLY TO SET INSTRUCTIONAL GOALS THROUGH A VARIETY OF METHODS THAT COULD INCLUDE MANAGEMENT BY OBJECTIVES AND COMMUNITY INVOLVEMENT. BOARD MEMBERS CAN ALSO HELP OBTAIN COMMUNITY RESOURCES FOR CAREER EDUCATION, ARTS, AND CULTURAL PROGRAMS. ANOTHER PROPER DOMAIN FOR BOARD MEMBERS IS THE CHANGE PROCESS WHERE SEVERAL STRATEGIES SUCH AS RESEARCH DEVELOPMENT, COMMUNITY INVOLVEMENT, SYSTEMS APPROACH, ALTERNATIVE SCHOOLS, CONSORTIUMS, AND STRONG LEADER APPROACHES CAN BE USED. FINALLY, SCHOOL BOARD MEMBERS CAN HELP ESTABLISH A BALANCED CURRICULUM THROUGH ENCOURAGING DEVELOPMENT OF CLUSTERS THAT PRESENT BASIC SKILLS; HEALTH, PHYSICAL EDUCATION, AND LEISURE; CAREER EDUCATION; CULTURAL STUDIES; AND SOCIETAL STUDIES. (AUTHOR/DW)

DESCRIPTORS

BASIC SKILLS
CAREER EDUCATION
CHANGE STRATEGIES
CULTURAL EDUCATION
CURRICULUM DEVELOPMENT
EDUCATIONAL CHANGE
ELEMENTARY SECONDARY EDUCATION
LEISURE TIME
PHYSICAL EDUCATION
BOARDS OF EDUCATION
CHANGE AGENTS
COMMUNITY RESOURCES
CURRICULUM
CURRICULUM PLANNING
EDUCATIONAL OBJECTIVES
HEALTH EDUCATION
MANAGEMENTS BY OBJECTIVES
SOCIAL STUDIES

EDRS PRICE MF-$0.76 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

ABCB 1.205 QUALIFICATIONS

REPORT NUMBER ED085872

TITLE SHAPING THE SCHOOLS A GUIDE TO BOARDMANSHIP. REVISED.

AUTHOR(S) PEIRSON, H. L.

SOURCE NEW ENGLAND PROGRAM IN TEACHER EDUCATION, DURHAM, N.H.; NEW HAMPSHIRE SCHOOL BOARDS ASSOCIATION, DURHAM.

NOTE 145 P.

PUB DATE MAR 73

ABSTRACT

AN EFFECTIVE SCHOOL BOARD IS WELL AWARE OF ITS LEGAL STATUS AS A CORPORATE BODY. IT UNDERSTANDS ITS DUTY TO DELIBERATE AND REACH DECISIONS REGARDING THE EDUCATIONAL NEEDS OF THE COMMUNITY, THE BEST USE OF AVAILABLE RESOURCES, THE ADOPTION OF POLICIES AND PROGRAMS WHICH WILL SECURE AN OPPORTUNITY OF GREAT PERSONAL ADVANTAGE TO THE YOUTH OF THE COMMUNITY AND, AT THE SAME TIME, PROTECT THE STATE FROM THE CONSEQUENCES OF AN IGNORANT AND INCOMPETENT CITIZENRY. FREQUENTLY, SCHOOL BOARD MEMBERS, EITHER BY CHOICE OR BECAUSE OF FAILURE TO BE REELECTED, HAVE A RELATIVELY SHORT STAY IN OFFICE. THIS HIGH RATE OF 'TURNOVER' THRUSTS GREAT RESPONSIBILITIES ON THOSE WHO MAY NOT ALWAYS SEE CLEARLY THE CONSEQUENCES OF SOME IMPORTANT DECISION. THIS HANDBOOK IS DESIGNED TO EASE THE TRANSITIONAL PERIOD BY HIGHLIGHTING WHAT A NEW SCHOOL BOARD MEMBER IN NEW HAMPSHIRE NEEDS TO KNOW. DESCRIBED ARE NEEDED SKILLS IN NEGOTIATINS, DECISIONMAKING, GOAL-SETTING, NEEDS ASSESSMENT, COMMUNICATIONS, AND COMMUNITY RELATIONS. EXPERIENCED COMMITTEEMEN SHOULD ALSO FIND THE INFORMATION USEFUL FOR THOSE NEW AND UNEXPECTED PROBLEMS THAT CONSTANTLY ARISE. (AUTHOR)

DESCRIPTORS

ADMINISTRATIVE PRINCIPLES
BOARD ADMINISTRATOR RELATIONSHIP
BOARD OF EDUCATION ROLE
EDUCATIONAL POLICY
SCHOOL COMMUNITY RELATIONSHIP
SCHOOL DISTRICTS
ADMINISTRATOR GUIDES
BOARD OF EDUCATION POLICY
BOARDS OF EDUCATION
PUBLIC SCHOOL SYSTEMS
SCHOOL DISTRICT AUTONOMY

AVAILABILITY: NEW HAMPSHIRE SCHOOL BOARDS ASSOCIATION, 6 GARRISON AVENUE, DURHAM, NEW HAMPSHIRE 03824 ($2.50)

EDRS PRICE MF-$0.75 HC-$6.60 PLUS POSTAGE

ABBC 1.206 TERMS OF OFFICE

REPORT NUMBER ED085447

TITLE SCHOOL BOARDS AND SCHOOL POLICY AND EVALUATION OF DECENTRALIZATION IN NEW YORK CITY. PRAEGER SPECIAL STUDIES IN U.S. ECONOMIC, SOCIAL, AND POLITICAL ISSUES.

AUTHOR(S) GITTELL, MARILYN; AND OTHERS

SOURCE CITY UNIV. OF NEW YORK, FLUSHING, N.Y. INST. FOR COMMUNITY STUDIES.

NOTE 180 P.

PUB DATE 73

ABSTRACT

THIS STUDY IS FOCUSED ON POLICY HOW DID THE SCHOOL DECENTRALIZATION LAW AFFECT THE RECRUITMENT AND SELECTION OF BOARD MEMBERS HOW DID THE LEGAL MATRIX SET THE CONDITIONS FOR COMMUNITY BOARDS TO FUNCTION AND HOW DID THESE COMMUNITY BOARDS PURSUE THEIR POLICIES IN THREE KEY AREAS PERSONNEL, BUDGET, AND CURRICULUM SOCIAL CHANGE REQUIRES A METHODOLOGY THAT IS PROCESS ORIENTED AND QUALITATIVE. THIS METHODOLOGY RELIES HEAVILY ON FIELD OBSERVATION AND INTERVIEW AND ON THE PARTICIPANT-OBSERVER APPROACH. HOWEVER, WHERE APPROPRIATE, THE QUANTITATIVE APPROACH IS ALSO EMPLOYED. RESEARCH ASSISTANTS WERE ASSIGNED TO EACH OF THE 31 DISTRICTS; THEY ATTENDED MEETINGS AND INTERVIEWED PARTICIPANTS OVER A TWO-YEAR PERIOD. A TOTAL OF 156 PARTICIPANTS--79 BOARD MEMBERS AND 77 COMMUNITY MEMBERS--AGREED TO FORMAL INTERVIEWS. THE PARTICIPANT-OBSERVERS ALSO ATTENDED 90 MEETINGS OF THE COMMUNITY SCHOOL BOARDS IN THE CITY. AT LEAST ONE MEETINGS OF EVERY BOARD WAS OBSERVED. IN ADDITION THE INSTITUTE STAFF ATTENDED SEVERAL MEETINGS OF ASSOCIATIONS, COMMUNITY GROUPS, AND COMMUNITY ORGANIZATIONS. THIS STUDY IS DIVIDED INTO SIX SECTIONS DEALING WITH THE VARIOUS ASPECTS OF SCHOOL DECENTRALIZATION AND THE COMMUNITY SCHOOL BOARDS (1) POLITICAL PARTICIPATION; (2) POLICY PERSONNEL; (3) POLICY BUDGET; (4) POLICY EDUCATIONAL PROGRAM; (5) COMMUNITY SCHOOL BOARD; AND, (6) CONCLUSION. (AUTHOR/JM)

DESCRIPTORS

ADMINISTRATIVE ORGANIZATION
BOARDS OF EDUCATION
COMMUNITY INVOLVEMENT
EDUCATIONAL ADMINISTRATION
POLICY FORMATION
PUBLIC POLICY
SCHOOL COMMUNITY RELATIONSHIP
BOARD OF EDUCATION POLICY
COMMUNITY CONTROL
DECENTRALIZATION
EDUCATIONAL POLICY
POLITICAL ISSUES
RESEARCH METHODOLOGY
SCHOOL DISTRICT AUTONOMY

IDENTIFIERS

NEW YORK CITY

AVAILIBILITY: PRAEGER PUBLISHERS, 111 FOURTH AVENUE, NEW YORK, N.Y. 10003 ($14.00)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

ABCD 1.207 METHOD OF ELECTION

REPORT NUMBER	ED061633
TITLE	CAUSES AND EFFECTS OF SCHOOL BOARD RECRUITMENT PATTERNS. FINAL REPORT. REVISED.
AUTHOR(S)	CRAIN, ROBERT L.; AND OTHERS
SOURCE	JOHNS HOPKINS UNIV., BALTIMORE, MD. DEPT. OF SOCIAL
NOTE	29 P.
PUB DATE	FEB 72

ABSTRACT

THIS PROJECT IS A STUDY OF SCHOOL BOARD SELECTION PROCESSES IN 93 NORTHERN CITIES USING THE NORC 'PERMANENT COMMUNITY SAMPLE.' THIS REPORT IS CONCERNED WITH THE EFFECTS OF THE APPOINTMENT OF SCHOOL BOARD MEMBERS AS OPPOSED TO ELECTING THEM EITHER IN COMPETITIVE OR NONCOMPETITIVE ELECTIONS. IN GENERAL, RESEARCHERS FOUND THAT APPOINTED SCHOOL BOARDS ARE HEAVILY REPRESENTED IN NORTHEASTERN USITED STATES, TEND TO HAVE A MORE BLACK REPRESENTATION, ARE MORE LIKELY TO BE NONPOLITICAL MEMBERS OF THE LOCAL ELITE, ARE MORE CONCERNED WITH SCHOOL POLICY AND MORE ACTIVE IN THE SCHOOLS, TEND TO HAVE MORE CONFLICT WITH THEIR SUPERINTENDENTS, AND ARE LESS ACTIVE IN LOBBYING WITH OTHER POLITICAL OFFICIALS FOR SCHOOL SUPPORT. IN ADDITION, APPOINTED SCHOOL BOARDS ARE MORE LIKELY TO BE DESEGREGATED IN LARGE CITIES WITH LARGE BLACK POPULATIONS, ELECTED SCHOOL BOARDS MORE LIKELY TO BE DESEGREGATED IN SMALL CITIES WITH SMALL BLACK POPULATIONS, AND APPOINTED SCHOOL BOARD MEMBERS SEEM MORE REALISTIC IN THEIR PERCEPTION OF THE DIFFICULTY OF IMPROVING SCHOOLS AND THE NECESSITY FOR LEARNING TO LIVE WITH CONFLICT ABOUT SCHOOL AFFAIRS. ALSO INCLUDED IS A DISCUSSION OF WHY ELECTED SCHOOL BOARDS ARE MORE LIKELY TO DESEGREGATE IN SMALL CITIES AND APPOINTED SCHOOL BOARDS ARE MORE LIKELY TO DESEGREGATE IN LARGE CITIES. (AUTHOR)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
BOARD ADMINISTRATOR RELATIONSHIP
BOARD OF EDUCATION POLICY
BOARDS OF EDUCATION
EDUCATIONAL RESEARCH
NEGRO LEADERSHIP
POLITICS
SCHOOL INTEGRATION
BLACK COMMUNITY
BOARD CANDIDATES
BOARD OF EDUCATION ROLE
CONFLICT RESOLUTION
ELECTIONS
POLITICAL INFLUENCES
RECRUITMENT
SUPERINTENDENTS

IDENTIFIERS

APPOINTIVE POSITIONS
ELECTED POSITIONS

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

ABCF 1.210 REMOVAL FROM OFFICE

REPORT NUMBER ED078554

TITLE SOME LOCAL POLICIES ON REDUCTIONS IN FORCE FOR PROFESSIONAL PERSONNEL. ERS INFORMATION AID NO. 15.

SOURCE EDUCATIONAL RESEARCH SERVICE, WASHINGTON, D.C.

NOTE 18 P.

PUB DATE MAR 73

ABSTRACT

THIS REPORT PRESENTS 16 EXAMPLES OF POLICIES AND PROVISIONS DESIGNED TO HELP SCHOOL ADMINISTRATORS AND BOARD MEMBERS IN DEVELOPING FIRM BUT FAIR POLICIES TO BE APPLIED WHEN A REDUCTION IN FORCE IS DEEMED UNAVOIDABLE. THE BOOKLET PROVIDES POLICIES, ADMINISTRATIVE REGULATIONS, AND NEGOTIATION AGREEMENT PROVISIONS. SINCE, ACCORDING TO THE REPORT, NONE OF THE POLICIES ARE IDEAL OR EXEMPLARY, THE MATERIAL PROVIDES ISSUES TO CONSIDER IN DEVELOPING A REDUCTION IN FORCE POLICY. (JF)

DESCRIPTORS
BOARD OF EDUCATION POLICY
BOARDS OF EDUCATION
ENROLLMENT TRENDS
JOB LAYOFF
LEAVE OF ABSENCE
NEGOTIATION AGREEMENTS
PERSONNEL POLICY
POLICY FORMATION
TEACHER DISMISSAL
TEACHER RETIREMENT
TEACHER WELFARE
TENURE

IDENTIFIERS
REDUCTION IN FORCE

AVAILABILITY: EDUCATIONAL RESEARCH SERVICE, BOX 5, NEA BUILDING, 1201
SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036 ($1.00)

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

ABD 1.30 SCHOOL SUPERINTENDENT'S LEGAL STATUS

REPORT NUMBER ED116357

TITLE ARE THE COURTS DETERMINING POLICY

AUTHOR(S) NOLTE, M. CHESTER

NOTE 11 P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRAOTRS (108TH, ATLANTIC CITY, NEW JERSEY, FEBRUARY 20-23, 1976); NOT AVAILABLE IN HARD COPY DUE TO LIGHT TYPE OF ORIGINAL DOCUMENT.

PUB DATE 21 FEB 76

ABSTRACT

THE FOLLOWING QUESTIONS ARE ELABORATED ON IN THIS SPEECH (1) IS THE DISCRETIONARY POWER OF LOCAL BOARDS OF EDUCATION BEING ERODED (2) IF SO, HAS SOME OF THAT POWER BEEN SHIFTED UPWARD TO THE STATE AND FEDERAL LEGISLATIVE BRANCHES OF GOVERNMENT (3) WHAT IS THE CURRENT STATUS OF INVOLVEMENT OF THE JUDICIARY IN THE MAKING OF EDUCATIONAL DECISIONS, PARTICULARLY AS RELATED TO THE RUNNING OF SCHOOLS AND THE LOCAL LEVEL AND (4) IS THE INVOLVEMENT OF THE JUDGES, GIVEN THE PRESENT SOCIAL SETTING IN WHICH EDUCATIONAL DECISIONS ARE BEING MADE, OUT OF PROPORTION WITH THE PROPOSITION THAT THE THREE COEQUAL DEVISIONS OF GOVERNMENT (EXECUTIVE, LEGISLATIVE, JUDICIAL) ARE SUPPOSED TO ACT AS A CHECKS-AND-BALANCE SYSTEM AT ALL TIMES (AUTHOR/MLF)

DESCRIPTORS

BOARDS OF EDUCATION
COLLECTIVE BARGAINING
EDUCATIONAL POLICY
SCHOOL DISTRICT AUTONOMY
SUPREME COURT LITIGATION
CIVIL LIBERTIES
DECISION MAKING
EQUAL EDUCATION
SPEECHES

EDRS PRICE MF-$0.76 PLUS POSTAGE. HC NOT AVAILABLE FROM EDRS.

ABD 1.30 SCHOOL SUPERINTENDENT'S LEGAL STATUS

REPORT NUMBER ED100010

TITLE GOVERNANCE OF PUBLIC EDUCATION

AUTHOR(S) MORAN, K. D.; MARTINEZ, ROBERT P.

SOURCE NATIONAL ORGANIZATION ON LEGAL PROBLEMS OF EDUCATION, TOPEKA, KANS.

NOTE 33 P.; CHAPTER 1 OF THE YEARBOOK OF SCHOOL LAW 1974, EA 006

PUB DATE 74

ABSTRACT

TWO BASIC QUESTIONS UNDERLIE SCHOOL LAW BATTLES WHO GOVERNS PUBLIC EDUCATION WHAT ARE THE LIMITS OF THE SCHOOL BOARD'S POWER EXAMPLES CAN BE SEEN IN LITIGATION REGARDING QUESTIONS SUCH AS STATE-LOCAL RESPONSIBILITY IN SCHOOL FINANCE AND ASSESSMENT, THE PUBLIC RELEASE OF DISTRICT-WIDE TEST SCORES, THE AUTHORITY OF ARBITRATORS TO MAKE EDUCATIONAL POLICY DETERMINATIONS, THE EXTENT TO WHICH MANAGERIAL POWER CAN BE BARGAINED AWAY, THE POWER OF PUBLIC COLLEGES TO IMPOSE TENURE QUOTAS, AND A STATE-WIDE TEACHERS' UNION'S RIGHT TO REPRESENT IN COLLECTIVE BARGAINING THE PROFESSIONAL STAFF OF A STATE DEPARTMENT OF EDUCATION. SPECIFIC CASES RELATING TO SCHOOL BOARD POWER AND AUTHORITY, SCHOOL BOARD DUTIES, SCHOOL BOARD MEMBERSHIP AND ELECTIONS, SCHOOL DISTRICT ORGANIZATION, CONTROL OF BUILDING AND GROUNDS, SERVICE CONTRACTING, AND TORT LIABILITY FOR A NUISANCE ARE PRESENTED AND DISCUSSED IN THIS CHAPTER. (AUTHOR/DW)

DESCRIPTORS

BOARD OF EDUCATION ROLE
CONTRACTS
COURT LITIGATION
FEDERAL COURTS
INFORMATION NEEDS
POWER STRUCTURE
SCHOOL LAW
SUPREME COURTS
BOARDS OF EDUCATION
COURT CASES
ELEMENTARY SECONDARY EDUCATION
GOVERNANCE
ORGANIZATION
SCHOOL DISTRICT AUTONOMY
STATE BOARDS OF EDUCATION
YEARBOOKS

AVAILABILITY: NOT AVAILABLE SEPARATELY; SEE EA 006 628

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

ABD 1.30 SCHOOL SUPERINTENDENT'S LEGAL STATUS

REPORT NUMBER ED113850

TITLE NON-COMPLIANCE WITH EDUCATION LAWS A PROBLEM FOR ATTORNEYS, ADMINISTRATORS, AND LAYMEN.

AUTHOR(S) MANDEL, RICHARD L.

SOURCE NATIONAL ORGANIZATION ON LEGAL PROBLEMS OF EDUCATION, TOPEKA, KANS.

NOTE 19 P.; CHAPTER 17 OF EA 007 648

PUB DATE 75

ABSTRACT

THERE IS EVIDENCE THAT UNDER CERTAIN CIRCUMSTANCES PUBLIC SCHOOL ADMINISTRATORS AND BOARD MEMBERS AVOID COMPLYING WITH LAWS THAT CONFLICT WITH THEIR PERSONAL NOTIONS OF THE PROPER LEGAL CONSTRAINTS THAT SHOULD CIRCUMSCRIBE THE PERFORMANCE OF THEIR OFFICIAL DUTIES. ALTHOUGH SCHOOL DESEGREATION IS THE MOST DRAMATIC AREA OF NONCOMPLIANCE, IT IS NOT EXAMINED HERE BECAUSE THE ROLE PLAYED BY SCHOOL OFFICIALS HAS BEEN EQUALLED AND OFTEN OVERWHELMED BY THE ROLES OF POLITICAL AND SOCIAL FORCES OUTSIDE THE CONTROL OF THE SCHOOL OFFICIALS. ONLY THOSE VARIABLES OVER WHICH SCHOOL ATTORNEYS, BOARD MEMBERS, AND ADMINISTRATORS HAVE SOME INFLUENCE ARE RELEVANT HERE. THESE VARIABLES ARE (1) THE COMMUNICATION OF THE NATURE OF KNOWN LEGAL REQUIREMENTS BY SCHOOL OFFICIALS TO THOSE EMPLOYEES RESPONSIBLE FOR BEHAVING IN ACCORDANCE WITH THE LAW; (2) THE FORMAL STRUCTURE OF THE SCHOOL DISTRICT INSOFAR AS IT CAN FACILITATE OR INHIBIT COMPLIANCE WITH THE LAW; (3) THE INFORMAL GROUP PROCESSES WITHIN THE SCHOOL DISTRICT THAT SUPPORT NORMS OF EITHER COMPLIANCE OR NONCOMPLIANCE WITH THE LAW; AND (4) THE PERSONALITY OF INDIVIDUALS WHO ARE IN KEY POSITIONS TO INFLUENCE COMPLIANCE OR NONCOMPLIANCE. (AUTHOR/IRT)

DESCRIPTORS
ADMINISTRATIVE PERSONNEL
CIVIL DISOBEDIENCE
EDUCATIONAL ADMINISTRATION
GROUP NORMS
LAWYERS
LEADERSHIP RESPONSIBILITY
SCHOOL LAW
BOARDS OF EDUCATION
COMMUNICATION (THOUGHT TRANSFER)
ELEMENTARY SECONDARY EDUCATION
INDIVIDUAL CHARACTERISTICS
LEADERSHIP
ORGANIZATION
VALUES

AVAILABILITY: AVAILABLE ONLY AS PART OF COMPLETE DOCUMENT, SEE EA 007 648

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS

ABD 1.30 SCHOOL SUPERINTENDENT'S LEGAL STATUS

REPORT NUMBER ED114958

TITLE GOVERNANCE.

AUTHOR(S) MORAN, K. D.

SOURCE NATIONAL ORGANIZATION ON LEGAL PROBLEMS OF EDUCATION, TOPEKA, KANS.

NOTE 37 P.; CHAPTER 1 OF THE YEARBOOK OF SCHOOL LAW 1975, EA 007

PUB DATE 75

ABSTRACT

THIS CHAPTER SUMMARIZED AND ANALYZES ALL STATE SUPREME COURT AND FEDERAL COURT DECISIONS AS WELL AS OTHER SIGNIFICANT COURT DECISIONS AFFECTING THE REALM OF SCHOOL GOVERNANCE. THE CASES DISCUSSED ARE GENERALLY LIMITED TO THOSE DECIDED DURING 1974 AND REPORTED IN THE GENERAL DIGEST ON OR BEFORE MARCH 1, 1975. BECAUSE OF ITS UNUSUAL SIGNIFICANCE, THE AUTHOR ALSO EXAMINES THE 1975 CASE OF WOOD V. STRICKLAND. IN TIS DISCUSSION THE AUTHOR ATTEMPTS TO INTEGRATE RELATED CASES AND TO ILLUMINATE ANY UNIFYING LEGAL PRINCIPLES THAT UNDERLIE THE DECISIONS RELEVANT TO EACH SPECIFIC SUBTOPIC OF SCHOOL GOVERNANCE. SEPARATE SECTIONS OF THE CHAPTER FOCUS IN TURN ON CASES INVOLVING STATE BOARDS OF EDUCATION AND OTHER GOVERNMENTAL AGENCIES, POWERS AND DUTIES OF SCHOOL BOARDS, REVIEW OF SCHOOL BOARD ACTIONS, SCHOOL BOARDS AND THE PUBLIC'S RIGHT TO KNOW, SCHOOL BOARDS AND CONFLICTS OF INTEREST, SCHOOL CONTRACTS AND LEASES, AND MAINTENANCE OF A NUISANCE. (JG)

DESCRIPTORS

BOARD OF EDUCATION POLICY
BOARDS OF EDUCATION
COURT CASES
ELECTIONS
LEGAL RESPONSIBILITY
SCHOOL LAW
BOARD OF EDUCATION ROLE
CONTRACTS
COURT LITIGATION
ELEMENTARY SECONDARY EDUCATION
SCHOOL DISTRICTS
STATE BOARDS OF EDUCATION

AVAILABILITY: NOT AVAILABLE SEPARATELY; SEE EA 007 698

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS

ACA 1.401 LINE-STAFF ORGANIZATION

REPORT NUMBER ED044793

TITLE BOARD/ADMINISTRATOR RELATIONSHIPS.

AUTHOR(S) FRIESEN, D., ED.; BUMBARGER, C. S., ED.

SOURCE ALBERTA UNIV., EDMONTON. DEPT. OF EDUCATIONAL ADMINISTRATION.

NOTE 101 P.; PROCEEDINGS OF 12TH ANNUAL BANFF REGIONAL CONFERENCE FOR SCHOOL ADMINISTRATORS, ALBERTA, APRIL 26-28, 1970

PUB DATE APR 70

ABSTRACT

THIS REPORT CONTAINS THE PROCEEDINGS OF THE CONFERNECE, WHICH FOCUSED ON THE RELATIONSHIP BETWEEN THE ADMINISTRAOTR AND THE SCHOOL BOARD. FOUR AUTHORS DISCUSS THIS RELATIONSHIP FROM DIFFERNET PERSPECTIVES. ROLLAND W. JONES ENUMERATES A NUMBER OF HALLMARKS OF THE IDEAL RELATIONSHIP AS HE SEES IT. FRANK BEINDER PRESENTS THE TRUSTEE'S VIEW OF THE MOST EFFICACIOUS BOARD/ADMINISTRATOR RELATIONSHIP, AND F. J. GATHERCOLE DOES THE SAME FROM AN ADMINISTRATOR'S POINT OF VIEW. F. C. THIEMANN GIVES AN ORGANIZATIONAL MODEL OF THE BOARD/ADMINISTRATOR RELATIONSHIP BEST SUITED TO FUTURE EDUCATION. A MAJOR THEME OF ALL FOUR ESSAYS IS THAT MUTAUL RESPECT, TRUST, AND SUPPORT BETWEEN BOARD MEMBERS AND SUPERINTENDENTS ARE KEY ELEMENTS IN ANY SUCCESSFUL EDUCATIONAL ORGANIZATION. (AUTHOR/RA)

DESCRIPTORS
BOARD ADMINISTRATOR RELATIONSHIP
BOARDS OF EDUCATION
EDUCATIONAL CHANGE
GUIDELINES
PARTICIPANT INVOLVEMENT
SUPERINTENDENTS
TRUSTEES
BOARD OF EDUCATION ROLE
CONFERENCES
EXPECTATION
ORGANIZATION
SUPERINTENDENT ROLE
TEAMWORK

AVAILABILITY: DEPARTMENT OF EDUCATIONAL ADMINISTRATION, THE UNIVERSITY OF ALBERTA, EDMONTON 7, ALBERTA, CANADA ($2.75)

EDRS PRICE MF-$0.75 HC-$5.40 PLUS POSTAGE

ACA 1.401 LINE-STAFF ORGANIZATION

REPORT NUMBER	EJ120209
TITLE	PUBLIC SECONDARY SCHOOLS: THE INTERRELATIONSHIPS BETWEEN ORGANIZATIONAL HEALTH AND INNOVATIVENESS AND BETWEEN ORGANIZATIONAL HEALTH AND STAFF CHARACTERISTICS
AUTHOR(S)	KIMPSTON, RICHARD D.; SONNABEND, LESLIE C.
PUB DATE	APR 75

ABSTRACT

TEN JUNIOR HIGH SCHOOLS AND TEN SENIOR HIGHS--AMONG WHICH WERE SIX CITY AND FOURTEEN SUBURBAN SCHOOLS--IN THE TWIN CITIES METROPOLITAN AREA WERE STUDIED; THEIR PRINCIPALS RESPONDED TO A PRELIMINARY QUESTIONNAIRE AND AN 'ORGANIZATIONAL HEALTH DESCRIPTION QUESTIONNAIRE' WAS ADMINISTERED TO ALL CERTIFIED PERSONNEL AT GENERAL FACULTY MEETINGS (JM)

DESCRIPTORS

SECONDARY SCHOOLS
EDUCATIONAL INNVOATION
TEACHER CHARACTERISTICS
SUBURBAN SCHOOLS
SCHOOL ADMINISTRATION
ORGANIZATIONAL CLIMATE
ORGANIZATIONAL EFFECTIVENESS
URBAN SCHOOLS
SCHOOL ORGANIZATION
ORGANIZATIONAL CLIMATE

CITATION URBAN EDUCATION; 10; 1; 27-45

ACB I.402 DISTRICT ORGANIZATION MODELS

REPORT NUMBER ED119296

TITLE DECISION CRITERIA, RETENTION INDEX AND POLICY FOR SCHOOL CONSOLIDATION.

AUTHOR(S) SALMON, RICHARD L.

SOURCE MIDWEST RESEARCH INST., KANSAS CITY, MO.

NOTE 23 P.; EXCERPTS FROM 'DECISION CRITERIA AND POLICY FOR SCHOOL CONSOLIDATION,' MRI PROJECT NO. RA-115-D(1). TABLES ON P12-13 MAY REPRODUCE POORLY DUE TO SMALL PRINT OF ORIGINAL DOCUMENT

PUB DATE 11 FEB 76

ABSTRACT

THE OBJECTIVES OF THE STUDY UNDERLYING THESE EXCERPTS WERE TO ASSIST THE KANSAS CITY SCHOOL DISTRICT (ICSD) IN THE FORMULATION OF POLICY ON THE CONSOLIDATION AND CLOSING OF SCHOOLS, THE DEVELOPMENT OF OBJECTIVE CRITERIA TO AID DECISION-MAKING ON THESE ISSUES, AND THE SPECIFICATION OF PROCEDURES FOR THE IMPLEMENTING OF SUCH POLICY AND POLICY DECISIONS. ACHIEVING THESE OBJECTIVES ENTAILED PERFORMING A COMPREHENSIVE LITERATURE SEARCH; REVIEWING--BY CORRESPONDENCE AND TELEPHONE--THE EXPERIENCES OF 11 OTHER SCHOOL DISTRICTS THAT HAD HAD RECENT SIMILAR EXPERIENCE; INTERVIEWING KEY KCSD ADMINISTRATORS; REVIEWING THE EXTENSIVE AND COMPREHENSIVE STUDY OF THE KCSD DONE IN 1973; INTERVIEWING ALL CURRENT MEMBERS OF THE SCHOOL BOARD; ASSEMBLING 10 OBJECTIVE CRITERIA FOR RANKING THE ELEMENTARY SCHOOLS; FORMULATING A MODEL POLICY STATEMENT; AND DEVELOPING AND SPECIFYING PROCEDURES FOR IMPLEMENTING CONSOLIDATION POLICY. THE DECISION MODEL, PROPOSED BOARD OF EDUCATION POLICY, AND POLICY IMPLEMENTATION STEPS ARE INCLUDED HERE. THE 10 OBJECTIVES CRITERIA ON WHICH THE DECISION MODEL IS BASED ARE THE FOLLOWING (IN ORDER OF ADJUDGED IMPORTANCE) ACHIEVEMENT LEVELS, FACILITY COST PER PUPIL, SPACE PER PUPIL, TEACHER LOAD, RACIAL OR MINORITY BALANCE, AGE AND GENERAL CONDITION OF THE BUILDING, AUXILIARY FACILITIES, COMMUTING DISTANCE, NUMBER OF PUPILS, FUEL REQUIREMENTS. (AUTHOR/IRT)

DESCRIPTORS

BOARD OF EDUCATION
DECISION MAKING
MATHEMATICAL MODELS
POLICY FORMATION
CONSOLIDATED SCHOOLS
ELEMENTARY EDUCATION
MODELS
SCHOOL CLOSING

EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE

ACB 1.402 DISTRICT ORGANIZATION MODELS

REPORT NUMBER ED101418

TITLE THE ADMINISTRATIVE STRUCTURE OF LOUISIANA'S PUBLIC EDUCATIONAL SYSTEM. BULLETIN NO. 1253

SOURCE LOUISIANA STATE DEPT. OF EDUCATION, BATON ROUGE.

NOTE 67 P.

PUB DATE 73

ABSTRACT

OUTLINED HERE IS THE ORGANIZATIONAL STRUCTURE OF THE LOUISIANA PUBLIC SCHOOL SYSTEM, INCLUDING THE RELATIONSHIP BETWEEN THE GOVERNOR AND THE LEGISLATURE AND BETWEEN BOARDS OF EDUCATION AND THE STATE SUPERINTENDENT OF EDUCATION. VARIOUS SOURCES OF FUNDING AND OTHER FINANCIAL ASSISTANCE ARE NOTED. THE QUALIFICATIONS, DUTIES, AND REWARDS OF MEMBERS OF THE STATE BOARD OF EDUCATION, THE STATE SUPERINTENDENT OF PUBLIC EDUCATION, AND THE STATE DEPARTMENT OF EDUCATION ARE DETAILED. THE GUIDING PRINCIPLES FOR DETERMINING THE FUNCTIONS AND SERVICES OF THE STATE DEPARTMENT OF EDUCATION ARE PRESENTED, ALONG WITH SOME OF THE RESPONSIBILITIES, POWERS, AND DUTIES OF PARISH SCHOOL BOARDS. (WM)

DESCRIPTORS

ADMINISTRATOR GUIDES
BOARDS OF EDUCATION
EDUCATIONAL POLICY
POLICY
SCHOOL SUPERINTENDENTS
STATE DEPARTMENTS OF EDUCATION
STATE STANDARDS
ADMINISTRATOR RESPONSIBILITY
EDUCATIONAL LEGISLATION
ORGANIZATION
PUBLIC SCHOOL SYSTEMS
STATE BOARDS OF EDUCATION
STATE SCHOOL DISTRICT RELATIONSHIP

IDENTIFIERS

LOUISIANA

EDRS PRICE MF-$0.76 HC-$3.32 PLUS POSTAGE

ACB 1.402 DISTRICT ORGANIZATION MODELS

REPORT NUMBER ED070137

TITLE DETERMINATION AND COMPARISON OF OBJECTIVES IN A SCHOOL DISTRICT.

AUTHOR(S) PFEIFER, GARY W.

SOURCE AIR FORCE INST. OF TECH., WRIGHT-PATTERSON AFB, OHIO.

NOTE 126 P.; M. S. THESIS, AIR FORCE INST. OF TECH; SCHOOL OF ENGINEERING

PUB DATE MAR 72

ABSTRACT

THIS RESEARCH WAS UNDERTAKEN TO DISCOVER THE RELATION AMONG THE OBJECTIVES OF VARIOUS LEVELS OF A SCHOOL DISTRICT. THE RESEARCH WAS LIMITED TO THE HIGH SCHOOL, SCHOOL DISTRICT STAFF, AND BOARD OF EDUCATION. A MODIFICATION OF THE DELPHI PROCESS WAS USED TO ELICIT OBJECTIVES. ONCE THE OBJECTIVES WERE DEVELOPED, THEY WERE CLASSIFIED BY CENTRAL THEME AND MATCHED FROM LEVEL TO LEVEL. A COMPARISION OF THE RANKED MATCHINGS FROM ONE LEVEL TO THE NEXT WAS USED TO DETERMINE IF THE OBJECTIVES WERE RELATED. (AUTHOR)

DESCRIPTORS

ADMINISTRATIVE ORGANIZATION
BOARDS OF EDUCATION
CORRELATION
EDUCATIONAL OBJECTIVES
MANAGEMENT
MASTER THESES
PLANNING
SCHOOL DISTRICTS
ADMINISTRATIVE PERSONNEL
CLASSIFICATION
DATA PROCESSING
HIGH SCHOOLS
MANAGEMENT INFORMATION SYSTEMS
ORGANIZATION
RESEARCH METHODOLOGY
STATISTICAL ANALYSIS

IDENTIFIERS

DELPHI TECHNIQUE

AVAILABILITY: NATIONAL TECHNICAL INFORMATION SERVICE, SPRINGFIELD, VIRGINIA 22151 (AD-741-452, MF $.95, HC $3.00)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

ACB 1.402 DISTRICT ORGANIZATION MODELS

REPORT NUMBER ED069031

TITLE THE YORK COUNTY BOARD OF EDUCATION A STUDY IN INNOVATION. PROFILES IN PRACTICAL EDUCATION NO. 5.

AUTHOR(S) LOUBSER, JAN J.; AND OTHERS

SOURCE ONTARIO INST. FOR STUDIES IN EDUCATION, TORONTO.

NOTE 54 P.

PUB DATE 72

ABSTRACT

THIS STUDY IS ONE OF A SERIES INITIATED BY THE ORGANIZATION FOR ECONOMIC COOPERATION AND DEVELOPMENT (OECD) IN PARIS. THE SERIES INCLUDES 21 CASE STUDIES OF INNOVATIVE EDUCATIONAL INSTITUTIONS IN SEVEN DIFFERENT COUNTRIES FOR THE PURPOSE OF EXPLORING THE WAYS IN WHICH THESE INSTITUTIONS EXECUTE THE PLANNING, IMPLEMENTATION, AND EVALUATION OF INNOVATIONS. THIS STUDY DESCRIBES THE OBJECTIVES OF THE YORK COUNTY BOARD AND SHOW HOW THE STRUCTURAL ORGANIZATION OF THE YORK COUNTY EDUCATIONAL SYSTEM IS CONDUCIVE TO INNOVATION. THREE SPECIFIC INNOVATIONS ARE SINGLED OUT FOR PARTICULAR ATTENTION THE CURRICULUM COMMITTEES, THE MASTER TEACHER PROGRAM, AND THE ORGANIZATION DEVELOPMENT UNIT. ALSO INCLUDED ARE AN EVALUATION MADE BY THE PEOPLE IN THE SYSTEM OF THE INNOVATIVE EFFORTS OF THE BOARD AND AN INTERPRETATION ON THE FINDINGS. (AUTHOR)

DESCRIPTORS

BOARDS OF EDUCATION
CURRICULUM DEVELOPMENT
EDUCATIONAL INNVOATION
EVALUATION
HUMANIZATION
ORGANIZATION
CASE STUDIES
EDUCATIONAL CHANGE
EDUCATIONAL OBJECTIVES
EVALUATION NEEDS
MASTER TEACHERS
SCHOOL DEMOGRAPHY

AVAILABILITY: PUBLICATIONS SALES OFFICE, ONTARIO INSTITUTE FOR STUDIES IN EDUCATION, 252 BLOOR STREET WEST, TORONTO 5, ONTARIO (CANADA) ($2.25)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

ACC 1.403 DISTRICT LEVEL ORGANIZATION

REPORT NUMBER ED075897

TITLE APPROACHES TO STUDYING ELEMENTARY AND SECONDARY EDUCATIONAL SYSTEMS. WORKING DRAFT.

AUTHOR(S) SAKUMA, ARLINE F.

NOTE 44 P.

PUB DATE FEB 70

ABSTRACT

ELEMENTARY AND SECONDARY SCHOOLS IN THE UNITED STATES LACK A SINGULAR PATTERN OF ORGANIZATION. EACH OF THE SEPARATE SCHOOL DISTRICTS CAN, AND OFTEN DOES, INTRODUCE DIFFERENT TYPES OF CHANGES AT DIFFERENT TIMES. YET A PIECEMEAL DESCRIPTION OF AN EDUCATIONAL SYSTEM UNDULY COMPLICATES THE TASK OF UNDERSTANDING THAT SYSTEM. AS THE NUMBER OF CHANGES INTRODUCED INTO THE SCHOOL SYSTEM INCREASES, A MEANS OF DEVELOPING A COHERENT PORTRAIT OF EDUCATION IS CLEARLY REQUIRED. SUCH A PORTRAIT MAY SERVE TO ENABLE A SUMMARY ASSESSMENT BY POLICYMAKERS AND PLANNERS, AND TO ACT AS A TOOL FOR EDUCATING A CONFUSED PUBLIC IN TIMES OF RAPID SOCIAL CHANGE. PRIMARILY THIS SCHEME SHOULD DEFINE THE BASIC ELEMENTS OF THE SCHOOL SYSTEM AND DESIGNATE THE NATURE OF SOME OF THE RELATIONSHIPS BETWEEN SPECIFIC ELEMENTS IN THAT SYSTEM. IT IS POSSIBLE TO DELINEATE APPROPRIATE CATEGORIES FOR ANALYZING THE STRUCTURAL AND INTERPERSONAL PROCESS AT ANY GIVEN POINT IN TIME WHILE ALSO ALLOWING CONSIDERATION OF THE DYNAMIC ASPECTS OF THE SITUATION. ON THE OTHER HAND, THE INTERNAL STRUCTURE OF THE SCHOOL SYSTEM MAY BE VIEWED AS A SERIES OF INTERRELATED DECISIONMAKING COMPONENTS, EACH WITH ITS OWN SET OF ALTERNATIVE DECISIONS AND CONSTRAINTS SPECIFYING LIMITS OF APPROPRIATE ACTION. (AUTHOR/WM)

DESCRIPTORS

BOARDS OF EDUCATION
DECISION MAKING
EDUCATIONAL OBJECTIVES
EVALUATION
ORGANIZATION
PROFESSIONAL PERSONNEL
SCHOOL COMMUNITY RELATIONSHIP
SCHOOL ROLE
TEACHER MILITANCY
BUREAUCRACY
EDUCATIONAL INNOVATION
EDUCATIONAL SOCIOLOGY
GROUP DYMANICS
POWER STRUCTURE
PUBLIC SCHOOL SYSTEMS
SCHOOL PERSONNEL
SOCIALIZATION

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

ACC 1.403 DISTRICT LEVEL ORGANIZATION

REPORT NUMBER	ED121873
TITLE	URBAN SCHOOL DECENTRALIZATION. NATIONAL ISSUES AND PROSPECTS FOR SAN FRANCISCO.
AUTHOR(S)	SCOTT, ROBERT E.; AND OTHERS
SOURCE	SAN FRANCISCO CENTER FOR PUBLIC EDUCATION, CALIF.
NOTE	14 P.
PUB DATE	74

ABSTRACT

THIS DISCUSSION IS ORGANIZED INTO FOUR SECTIONS. IN AN INTRODUCTORY SECTION, IT IS POINTED OUT THAT THE WORD 'DECENTRALIZATION' APPEARS TO HAVE MANY MEANINGS. THERE IS A NEED TO CLARIFY DEFINITIONS, AND TO EXAMINE DECENTRALIZATION IN A PRACTICAL, WORKING CONTEXT. IN PART 1, 'BACKGROUND AND ISSUES', SOME OF THE MAJOR ISSUES INVOLVED IN DECENTRALIZATION ARE OUTLINED, AND THE WAY THIS CONCEPT GREW IN POPULARITY WITH THE HISTORY OF URBAN UNREST DURING THE 1960'S IS SHOWN. IN PART 2, THE DECENTRALIZATION EXPERIMENTS OF SIX MAJOR URBAN SCHOOL DISTRICTS--SAINT LOUIS, MISSOURI; LOS ANGELES, CALIFORNIA; WASHINGTON, D.D.; DETROIT, MICHIGAN; NEW YORK CITY; AND LOUISVILLE, KENTUCKY--ARE DISCUSSED IN DETAIL. IN PART 3, 'DECENTRALIZATION IN SAN FRANCISCO', THE HISTORY OF ATTEMPTS TO DECENTRALIZE THE SAN FRANCISCO UNIFIED SCHOOL DISTRICT IS REVIEWED, AND SOME OF THE FACTORS SUPPORTING OR PREVENTING DECENTRALIZATION IN SAN FRANCISCO ARE ANALYZED. AN OVERALL SUMMARY OF INTERVIEWS WTIH COMMUNITY REPRESENTATIVES AND MEMBERS OF THE BOARD OF EDUCATIONINVOLVED IN VOTING ON PORPOSALS TO FORMALLY DECENTRALIZE THE SCHOOL DISTRICT IS GIVEN. ALSO INCLUDED ARE SOURCES OF INFORMATION ON AND BRIEF DESCRIPTIONS OF DECENTRALIZATION STRUCTURES IN FIVE CITIES NOT DISCUSSED IN THE TEXT. (AUTHOR/JM)

DESCRIPTORS

ADMINISTRATIVE ORGANIZATION
COMMUNITY CONTROL
DECENTRALIZATION
EDUCATIONAL POLICY
POLICY FORMATION
SCHOOL ADMINISTRATION
SCHOOL DISTRICTS
BOARDS OF EDUCATION
COMMUNITY INVOLVEMENT
EDUCATIONAL ADMINISTRATION
GOVERNANCE
POLITICAL ISSUES
SCHOOL DISTRICT AUTONOMY
URBAN EDUCATION

IDENTIFIERS

CALIFORNIA (SAN FRANCISCO)

EDRS PRICE MF-$0.83 HC-$2.06 PLUS POSTAGE

ACC 1.403 DISTRICT LEVEL ORGANIZATION

REPORT NUMBER ED105656

TITLE LOCAL CONTROL AN OVERVIEW OF CONFLICTING VOICES.

AUTHOR(S) BRUSS, LYLE R.

NOTE 24 P.; PAPER PRESENTED AT THE ANNUAL CONVENTION OF THE NATIONAL SCHOOL BOARDS ASSOCIATION (35TH, MIAMI BEACH, FLORIDA, APRIL 19-22, 1975); NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT

PUB DATE APR 75

ABSTRACT

TO EXPLORE THE ISSUE OF LOCAL CONTROL OVER PUBLIC EDUCATION, FIVE MAJOR QUESTIONS HAVE BEEN IDENTIFIED AND FOLLOWED BY RESPONSES FROM A VARIETY OF SOURCES THAT DEPICT EXISTING CONFLICTS AND DIVERSITY IN OPINION. THE RESPONSES ILLUSTRATE THAT RESOLUTIONS OF THE LOCAL CONTROL PROBLEMS ARE UNCERTAIN, NOT DUE TO LACK OF DIRECTION BY PARTICIPANTS, BUT RATHER BY THEIR CONFLICTING INTERESTS. FOUR GENERAL PRINCIPLES ARE SUGGESTED FOR OPERATING WITHIN THE MANY INFLUENCES AND INTERACTIONS IN OPEN SCHOOL SYSTEMS THE LINE FOR DEMARCATION FOR MAINTAINING LOCAL CONTROL SHOULD CLEARLY BE ESTIBLISHED; SCHOOL BOARDS SHOULD PROMOTE COMMUNICATION AMONG PARTICIPANTS IN THE SYSTEM AND THEMSELVES; LOCAL POWER SHOULD BE IN THE HANDS OF THOSE LOCAL PARTICIPANTS WHO SHOW THE MOST RESPONSIBILITY; AND OVERALL CONTROL OF POWER SHOULD BE WITHIN THE DULY ELECTED SCHOOL BOARD WHO IS, BY ACTION, REPRESENTATIVE OF LOCAL PARTICIPANTS OF THE SYSTEM. (AUTHOR/DW)

DESCRIPTORS

BOARDS OF EDUCATION
CITIZEN ROLE
EDUCATIONAL ALTERNATIVES
ELEMENTARY SECONDARY EDUCATION
POLICY FORMATION
RESEARCH
SCHOOL DISTRICT AUTONOMY
STATE SCHOOL DISTRICT RELATIONSHIPS
CITIZEN PARTICIPATION
COMMUNITY CONTROL
EDUCATIONAL FINANCE
GOVERNANCE
POWER STRUCTURE
SCHOOL COMMUNITY RELATIONSHIP
STANDARDS
TEACHER PARTICIPATION

EDRS PRICE MF-$0.76 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

ACC 1.403 DISTRICT LEVEL ORGANIZATION

REPORT NUMBER ED046070

TITLE DECENTRALIZATION

AUTHOR(S) HUBBARD, BEN

NOTE 7 P.; PAPER PRESENTED AT NATIONAL ORGANIZATION ON LEGAL PROBLEMS OF EDUCATION ANNUAL MEETING (16TH, NEW ORLEANS LOUISIANA, NOVEMBER 20, 1970)

PUB DATE 20 NOV 70

ABSTRACT

THIS DOCUMENT DEFINES SOME CONCEPTS OF DECENTRALIZATION AND OUTLINES A NUMBER OF LEGAL PROBLEMS INHERENT IN THE PROCESS. ACCORDING TO THIS PAPER, DECENTRALIZATION COVERS THE SPECTRUM FROM DISTRIBUTION OF ADMINISTRATIVE FUNCTIONS TO LOCAL BOARD ASSUMPTION OF POWER. SOME LEGAL PROBLEMS INVOLVE METHOD OF FINANCE, ABOLITION OF OLD POSITIONS, AND ACQUISITION OF NEW ADMINISTRATIVE SKILLS NEEDED UNDER THE NEW SYSTEM. NOT ONLY MUST PERSONS INVOLVED WITH EDUCATIONAL LEGAL PROBLEMS FIND WAYS TO EXPERIMENT SUCCESSFULLY, BUT THEY MUST ALSO DEVELOP SOUND LEGAL STRUCTURES UPON WHICH TO ENSURE THE PERMANENCY OF THEIR EXPERIMENTS. (JF)

DESCRIPTORS

ADMINISTRATIVE ORGANIZATION
BOARDS OF EDUCATION
COMMUNITY INVOLVEMENT
EDUCATIONAL FINANCE
SCHOOL DISTRICT AUTONOMY
BOARD OF EDUCATION ROLE
COMMUNITY CONTROL
DECENTRALIZATION
SCHOOL COMMUNITY RELATIONSHIP

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

ACD 1.404 BUSINESS AFFAIRS AND PERSONNEL

REPORT NUMBER EJ040773

TITLE COMPENSATION OF SCHOOL DISTRICT PERSONNEL

AUTHOR(S) BRUNO, JAMES E.

PUB DATE JUN 71

ABSTRACT

ILLUSTRATION OF SALARY SCHEDULE TO REPLACE THE RIGIDITY OF THE FIXED STEP SALARY SCHEDULE FOR SCHOOL PERSONNEL. (AUTHOR/RA)

DESCRIPTORS

- COLLECTIVE NEGOTIATION
- PERSONNEL POLICY
- SALARIES
- TEACHER SALARIES
- MATHEMATICAL MODELS
- PROGRAMING
- SCHOOL PERSONNEL

CITATION MANAGEMENT SCIENCE; 17; 10; B-569-587

ACE 1.405 FINANCIAL AFFAIRS

REPORT NUMBER ED058494

TITLE PROBLEMS OF FINANCING INNER CITY SCHOOLS. POLITICAL, SOCIAL, AND CULTURAL CONSTRAINTS UPON FINANCING IMPROVED URBAN EDUCATION AND PROPOSALS TO OVERCOME THEM.

AUTHOR(S) IANNACCONE, LAURENCE

SOURCE OHIO STATE UNIV., COLUMBUS. RESEARCH FOUNDATION.

NOTE 69 P.

ABSTRACT

PUBLIC POLICYMAKING ISSUES, EQUALITY IN EDUCATION, POLITICAL DEMOCRACY, ORGANIZATIONAL EFFICIENCY, AND CITIZEN PARTICIPATION IN URBAN SCHOOLS ARE DISCUSSED. BECAUSE OF THE GROWING CONCERN ABOUT POLICYMAKING ARRANGEMENTS FOR INNER CITY SCHOOLS, A LONGITUDINAL STUDY WAS CONDUCTED FROM 1967-1970 IN NEW YORK CITY, BOSTON, LOS ANGELES, COLUMBUS, AND CHICAGO BY SCHOLARS REPRESENTING POLITICAL SCIENCE AND EDUCATIONAL ADMINISTRATION. A TEAM IN EACH CITY STUDIED THE LOCAL EDUCATION BOARD, THE RELATIONSHIPS BETWEEN SCHOOL BOARDS AND SUPERINTENDENTS, THE INFORMATION BASES AND COMMUNICATION PATTERNS OF DECISIONMAKING, AND THE POLICY-ORIENTED RELATIONSHIPS BETWEEN SCHOOL OFFICIALS AND INFLUENTIAL PARTIES. SIGNIFICANT FEATURES FROM EACH STUDY ARE SYNTHESIZED AND THE EMERGING ISSUES WITHIN THE PROJECT SCOPE ARE EXAMINED. ANALYSIS CONCLUDE THAT A CLUSTER OF SOCIAL, CULTURAL, AND POLICTICAL DIMENSIONS OF THE URBAN SCHOOL ORGANIZATION INHIBIT AN EQUITABLE FLOW OF RESOURCES TO INNER CITY SCHOOLS AND LIMIT AND LOWER THE QUALITY OF URBAN EDUCATION AND EDUCATIONAL POLICYMAKING. THIRTEEN FEDERAL POLICY SUGGESTIONS ARE PROVIDED, AND RECOMMENDATIONS FOR OVERCOMING FINANCIAL CONSTRAINTS INCLUDE AVOIDING NONCATEGORICAL AID, REUNITING STATE AND URBAN EDUCATIONAL GOVERNANCE, REFORMING THE NATION'S EDUCATIONAL INFORMATION SYSTEM, AND IMPROVING THE EDUCATION PROFESSION'S CONTRIBUTION. (FOR RELATED DOCUMENT, SEE ED 058 473.) (AUTHOR/EA)

DESCRIPTORS
BOARD ADMINISTRATOR RELATIONSHIP
CITIZEN PARTICIPATION
EDUCATIONAL EQUALITY
ORGANIZATION
POLITICAL SCIENCE
POLITTCS
URBAN SCHOOLS
BOARDS OF EDUCATION
EDUCATIONAL ADMINISTRATION
EDUCATIONAL FINANCE
POLICY FORMATION
POLITICAL SOCIALIZATION
RESEARCH PROJECTS

EDRS PRICE MF-$0.75 HC-$3.15 PLUS POSTAGE

REPORT NUMBER ED030694

TITLE EDUCATIONAL PRIORITIES AND THE HANDICAP OF LOCAL FINANCING

AUTHOR(S) ALLEN, JAMES E., JR.

NOTE 14 P.; ADDRESS PRESENTED AT A SPECIAL TRAINING INSTITUTE ON PROBLEMS OF SCHOOL DESEGREGATION (TEACHERS COLL., COLUMBIA UNIV., NEW YORK, N.Y. (JULY 10-12, 1968)

PUB DATE NOV 68

ABSTRACT

THE COMMISSIONER OF EDUCATION OF NEW YORK DISCUSSES JAMES B. CONANT'S PROPOSAL THAT LOCALLY LEVIED TAXES BE ELIMINATED AND REPLACED BY STATE FINANCING. LOCAL FINANCING OF SCHOOLS HAS PLACED SERIOUS BARRIERS TO THE SOLUTIONS OF A NUMBER OF IMPORTANT EDUCATIONAL PROBLEMS SCHOOL SEGREGATION RESULTING FROM EXISTING SCHOOL DISTRICT BOUNDARY LINES, SMALL HIGH SCHOOLS, TEACHER-SCHOOL DISTRICT NEGOTIATIONS, AND EDUCATIONAL INEQUALITY. THE ATTENTION OF LOCAL SCHOOL BOARDS SHOULD PROPERLY BE DIRECTED TOWARD THE QUALITY OF EDUCATION IN THE COMMUNITY AND NOT TOWARD THE PROBLEMS OF LOCAL TAXATION AND EDUCATIONAL FINANCE.'(NH)

DESCRIPTORS

BOARDS OF EDUCATION	EDUCATIONAL FINANCE
EDUCATIONAL PROBLEMS	EDUCATIONAL QUALITY
SCHOOL DISTRICT AUTONOMY	SCHOOL DISTRICTS
SCHOOL SEGREGATION	SCHOOL TAXES
SMALL SCHOOLS	STATE DEPARTMENTS OF EDUCATION
STATE SCHOOL DISTRICT RELATIONSHIP	TEACHER SALARIES

IDENTIFIERS

JAMES B. CONANT	NEW YORK

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

REPORT NUMBER ED075914

TITLE CURRICULAR DECISION MAKING IN SELECTED SCHOOL SYSTEMS.

AUTHOR(S) GRIFFIN, GARY A.

NOTE 6 P.; PAPER PRESENTED AT AMERICAN EDUCATIONAL RESEARCH ASSOCIATION ANNUAL MEETING (58TH, NEW ORLEANS, LOUISIANA, FEBRUARY 26 - MARCH 1, 1973)

PUB DATE FEB 73

ABSTRACT

A CURRICULUM DECISIONMAKING QUESTIONNAIRE WAS FORMULATED AND ADMINISTERED TO 407 SCHOOL-AFFILIATED PERSONS TO DETERMINE IF THE LEVELS OF CURRICULAR DECISIONMAKING; I.E., SOCIETAL, INSTITUTIONAL, AND INSTRUCTIONAL--AS PROPOSED BY JOHN I. GOODLAD, ARE REFLECTIVE OF PRACTICE. ANALYSIS OF RESPONSES INDICATES THAT, IN THE FIVE SCHOOL SYSTEMS STUDIED, THE SOCIETAL AND INSTRUCTIONAL LEVEL DECISIONS ARE MADE BY PERSONS AT THOSE ORGANIZATIONAL LEVELS, BUT THAT THE INSITUTIONAL LEVEL DECISIONS ARE OFTEN MADE BY PERSONS AT THE OTHER TWO LEVELS OR ARE NOT HANDLED SYSTEMATICALLY BY ANY IDENTIFIABLE PERSON OR AGENCY. IT WAS ALSO DETERMINED THAT TEACHERS PARTICIPATE EXTENSIVELY, OFTEN UNILATERALLY, IN MAKING CURRICULAR DECISIONS. (AUTHOR)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
CURRICULUM DEVELOPMENT
ORGANIZATION
QUESTIONNAIRES
SUPERVISORS
BOARDS OF EDUCATION
DECISION MAKING
PARTICIPATION
SPEECHES
TEACHERS

IDENTIFIERS

CURRICULAR DECISIONMAKING QUESTIONNAIRE

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

ACF 1.406 CURRICULUM AND INSTRUCTION

REPORT NUMBER ED102271

TITLE URBAN SCHOOL DECENTRALIZATION AND CURRICULUM DEVELOPMENT

AUTHOR(S) CAWELTI, GORDON

NOTE 9 P.

PUB DATE 74

ABSTRACT

THE PURPOSES OF THIS STUDY WERE (1) TO ASCERTAIN THE EXTENT TO WHICH URBAN SCHOOL SYSTEMS HAVE DECENTRALIZED THE ADMINISTRATION OF THEIR SCHOOLS, (2) TO OBTAIN OPINIONS ON ITS WORKABILITY IN TERMS OF CURRICULUM DEVELOPMENT, (3) TO BEGIN DEVELOPMENT OF AN INSTRUMENT FOR CLARIFYING ROLE AND FUNCTION ISSUES AT VARIOUS ECHELONS OF DECISION_MAKING, (4) TO ANALYZE AND CONTRAST AVOWED PURPOSES OF DECENTRALIZATION WITH ACTUAL RESULTS IN TERMS OF MOVING DECISION-MAKING CLOSER TO THE LEVELS AFFECTED, (5) TO OBTAIN INFORMATION TO HELP UNDERSTAND MORE ABOUT THE CHANGE MECHANISMS NOW UTILIZED IN URBAN SCHOOL SYSTEMS. A MAIL SURVEY OF SOME 50 OF THE NATION'S LARGEST SCHOOL DISTRICTS WAS MADE. IT WAS FOUND THAT THE TREND TOWARD ADMINISTRATIVE DECENTRALIZATION HAS ACCELERATED DURING THE PAST FIVE YEARS. ONLY NEW YORK AND DETROIT HAVE ADOPTED A COMMUNITY CONTROL ORGANIZATION MODEL HAVING REGIONAL SCHOOL BOARDS WITH POLICY-MAKING AND RESOURCE ALLOCATION AUTHORITY. MOST URBAN CURRICULUM LEADERS FELT THERE WAS MUCH NEED FOR CURRICULUM SPECIALISTS. THERE WAS EVIDENCE THAT ACCOUNTABILITY FOR CURRICULUM IMPROVEMENT MAY NOT HAVE BEEN SUBSTANTIALLY STRENGTHENED. A STRONG LEADERSHIP ROLE ON THE PART OF REGIONAL OFFICE PERSONNEL HAS NOT YET EMERGED. CONSIDERABLE EFFORT HAS BEEN MADE TO OBTAIN CITIZEN PARTICIPATION AT THE BUILDING LEVEL. (AUTHOR/JM)

DESCRIPTORS

BOARDS OF EDUCATION
CURRICULUM DEVELOPMENT
CURRICULUM RESEARCH
EDUCATIONAL RESEARCH
LOCAL GOVERNMENT
SCHOOL DISTRICTS
SURVEYS
COMMUNITY CONTROL
CURRICULUM PLANNING
DECENTRALIZATION
FEDERAL GOVERNMENT
SCHOOL ADMINISTRATION
STATE GOVERNMENT
URBAN SCHOOLS

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

ACG 1.407 DATA PROCESSING

REPORT NUMBER ED070137

TITLE DETERMINATION AND COMPARISON OF OBJECTIVES IN A SCHOOL DISTRICT

AUTHOR(S) PFEIFER, GARY W.

SOURCE AIR FORCE INST. OF TECH., WRIGHT-PATTERSON AFB, OHIO.

NOTE 126 P.; M. S. THESIS, AIR FORCE INST. OF TECH; SCHOOL OF ENGINEERING

PUB DATE MAR 72

ABSTRACT

THIS RESEARCH WAS UNDERTAKEN TO DISCOVER THE RELATION AMONG THE OBJECTIVES OF VARIOUS LEVELS OF A SCHOOL DISTRICT. THE RESEARCH WAS LIMITED TO THE HIGH SCHOOL, SCHOOL DISTRICT STAFF, AND BOARD OF EDUCATION. A MODIFICATION OF THE DELPHI PROCESS WAS USED TO ELICIT OBJECTIVES. ONCE THE OBJECTIVES WERE DEVELOPED, THEY WERE CLASSIFIED BY CENTRAL THEME AND MATCHED FROM LEVEL TO LEVEL. A COMPARISON OF THE RANKED MATCHINGS FROM ONE LEVEL TO THE NEXT WAS USED TO DETERMINE IF THE OBJECTIVES WERE RELATED. (AUTHOR)

DESCRIPTORS
ADMINISTRATIVE ORGANIZATION
ADMINISTRATIVE PERSONNEL
BOARDS OF EDUCATION
CLASSIFICATION
CORRELATION
DATA PROCESSING
EDUCATIONAL OBJECTIVES
HIGH SCHOOLS
MANAGEMENT
MANAGEMENT INFORMATION SYSTEMS
MASTER THESES
ORGANIZATION
PLANNING
RESEARCH METHODOLOGY
SCHOOL DISTRICTS
STATISTICAL ANALYSIS

IDENTIFIERS
DELPHI TECHNIQUE

AVAILABILITY: NATIONAL TECHNICAL INFORMATION SERVICE, SPRINGFIELD, VIRGINIA 22151 (AD-741-452, MF $.95, HC $3.00)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

ACI 1.409 LOCAL SCHOOL ORGANIZATION

REPORT NUMBER ED047418

TITLE THE SCHOOL IN THE MIDDLE DIVIDED OPINION ON DIVIDING SCHOOLS. A CENTER READER.

AUTHOR(S) BARNETT, LAWRENCE J., ED.; AND OTHERS

SOURCE CENTER FOR URBAN EDUCATION, NEW YORK, N.Y.

NOTE 317 P.

PUB DATE NOV 68

ABSTRACT

THIS COLLECTION OF READINGS EVOLVED IN RESPONSE TO A NEED BY EDUCATORS AND COMMUNITY GROUPS FOR JUSTIFICATION FOR VARIOUS GRADE REORGANIZATION PLANS. WHILE THE COMPILATION ATTEMPTS TO FOCUS ON A TIMELY EDUCATIONAL TOPIC, IT REFLECTS VARYING ATTITUDES TOWARD CHANGE ON THE PART OF THE INDIVIDUAL CONTRIBUTORS AS WELL AS THEIR DIFFERENCES IN REGIONAL FOCUS. THOSE AUTHORS CONCERNED SPECIFICALLY WITH EDUCATION IN LARGE URBAN AREAS DISCUSS GRADE REORGANIZATION AS IT RELATES TO RACIAL AND ETHNIC PUPIL MIXES. DESCRIPTIVE MATERIALS FOR PRESENTATION TO BOARDS OF EDUCATION OR COMMUNITY GROUPS AND COST REFERENCE ARTICLES ARE INCLUDED. THE MATERIAL IS ARRANGED UNDER THREE BROAD TITLES INTERMEDIATE EDUCATION/A RANGE OF VIEWS; PLANS, PROPOSALS, PRACTICES; AND NEW YORK CITY/A CASE STUDY. (CONSIDERABLE COPYRIGHTED MATERIAL PRECLUDES MAKING THIS DOCUMENT AVAILABLE FROM EDRS.) (AUTHOR/MLF)

DESCRIPTORS

BOARD OF EDUCATION
EDUCATIONAL PRACTICE
INSTRUCTIONAL PROGRAM DIVISIONS
JUNIOR HIGH SCHOOLS
ORGANIZATION
RACIAL DISTRICUTION
COST EFFECTIVENESS
GRADE ORGANIZATION
INTERMEDIATE GRADES
MIDDLE SCHOOLS
PUBLIC SCHOOL SYSTEMS

AVAILABILITY: CENTER FOR URBAN EDUCATION, 105 MADISON AVENUE, NEW YORK, NEW YORK 10016 ($2.00)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

ACI 1.409 LOCAL SCHOOL ORGANIZATION

REPORT NUMBER ED100029

TITLE GOVERNING AMERICAN SCHOOLS POLITICAL INTERACTION IN LOCAL SCHOOL DISTRICTS.

AUTHOR(S) ZEIGLER, L. HARMON; AND OTHERS

NOTE 269 P.

PUB DATE 74

ABSTRACT

DATA FOR THIS ANALYSIS OF SCHOOL DISTRICT GOVERNANCE WERE GATHERED IN LENGTHY INTERVIEWS WITH 490 SCHOOL BOARD MEMBERS AND 82 SCHOOL SUPERINTENDENTS FROM A SAMPLE OF 83 SCHOOL DISTRICTS. IN ADDITION, BRIEFER INTERVIEWS WERE CONDUCTED WITH 91 BOARD MEMBERS AND 12 SUPERINTENDENTS FROM DISTRICTS IN THE 13 LARGEST METROPOLITAN AREAS. THE STUDY REVEALED A STRONG POSITIVE CORRELATION BETWEEN THE LEVEL OF POLITICAL ACTIVITY IN A SCHOOL DISTRICT AND THE RESPONSIVENESS OF SCHOOL BOARD MEMBERS TO THEIR CONSTITUENTS. HOWEVER, BOTH RESPONSIVE AND UNRESPONSIVE BOARDS WERE GENERALLY DOMINATED BY THE SUPERINTENDENT OF THE DISTRICT. IN FACT, SUPERINTENDENTS TENDED TO BE MORE DOMINANT IN THOSE DISTRICTS WITH RELATIVELY RESPONSIVE SCHOOL BOARDS, SO THE UNRESPONSIVENESS OF MOST SCHOOL BOARDS IS OF LITTLE PRACTICAL CONSEQUENCE. THE AUTHORS CONCLUDE THAT AMERICAN SCHOOL BOARDS SHOULD ACTUALLY BEGIN TO GOVERN OR ELSE THEY SHOULD BE ABOLISHED ALTOGETHER. (JG)

DESCRIPTORS

ADMINISTRATIVE POLICY
BOARD ADMINISTRATOR RELATIONSHIP
BOARD OF EDUCATION ROLE
ELECTIONS
NATIONAL SURVEYS
POLITICAL POWER
SCHOOL DISTRICTS
ADMINISTRATOR ROLE
BOARD OF EDUCATION POLICY
BOARDS OF EDUCATION
GOVERNANCE
POLITICAL INFLUENCES
SCHOOL COMMUNITY RELATIONSHIP
SCHOOL SURVEYS

AVAILABILITY: DUXBURY PRESS, 6 BOUND BROOK COURT, NORTH SCITUATE, MASSACHUSETTS 02060 ($12.95)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

ACI 1.409 LOCAL SCHOOL ORGANIZATION

REPORT NUMBER EJ077202

TITLE QUESTIONS FOR SCHOOLS: SENIOR STAFF ROLES IN SECONDARY

AUTHOR(S) JOHN, DENYS

PUB DATE APR 73

ABSTRACT

THE FIRST ESSENTIAL IS INCREASED OPPORTUNITIES FOR HEADS AND SENIOR TEACHERS TO DEVELOP AN UNDERSTANDING OF THE INFLUENCE OF ROLES AND RELATIONSHIPS UPON THE TASK OF THE SCHOOL SO THAT, IN THEIR TURN, THEY MAY ASSIST THEIR COLLEAGUES, WITH OUTSIDE HELP IF NECESSARY, TO A SIMILAR UNDERSTANDING. (AUTHOR)

DESCRIPTORS

CONSULTATION PROGRAMS
HORIZONTAL ORGANIZATION
SCHOOL ORGANIZATION
STAFF ROLE
DEPARTMENT DIRECTIONS (SCHOOL)
SCHOOL ADMINISTRATION
SECONDARY SCHOOL TEACHERS
VERTICAL ORGANIZATION

CITATION TRENDS IN EDUCATION; 30; 4-13

ADB 1.502 SCHOOL CENSUS

REPORT NUMBER ED119291

TITLE THE POWERS AND DUTIES OF AN OKLAHOMA SCHOOL DISTRICT.

AUTHOR(S) FRENCH, LARRY L.

SOURCE OKLAHAMA UNIV., NORMAN. LAW CENTER.

NOTE 191 P.; SOME PAGES MAY NOT REPRODUCT CLEARLY DUE TO MARGINAL QUALITY OF ORIGINAL

PUB DATE 74

ABSTRACT

THIS BOOK REPRESENTS THE AUTHOR'S THIRD EFFORT TO BRING SCHOOL DISTRICTS AND THEIR APPROPRIATE PERSONNEL UP-TO-DATE IN VOLUME FORM AS TO LEGISLATION, RULES AND REGUALTIONS, STATUTES, (BOTH STATE AND FEDERAL), AND THE APPLICABLE INTERPRETATIONS BASED COURT DECISIONS. SELECTED AREAS OF CONCERN ARE DISCUSSED, AND THE OKLAHOMA STATUTE CITATION LISTED, FOLLOWED BY THE SECTION NUMBER FOUND IN THE OKLAHOMA SCHOOL CODE BOOK DISTRIBUTED BY THE STATE DEPARTMENT OF EDUCATION. (AUTHOR/MLF)

DESCRIPTORS

BOARD OF EDUCATION POLICY
CORPORAL PUNISHMENT
DUE PROCESS
LEAVE OF ABSENCE
SCHOOL DISTRICT AUTONOMY
SCHOOL LAW
STATE LEGISLATION
BOARDS OF EDUCATION
COURT LITIGATION
FEDERAL LEGISLATION
PREGNANCY
SCHOOL DISTRICTS
SCHOOL POLICY
SUSPENSION

IDENTIFIERS

OKLAHOMA

AVAILABILITY: DEPARTMENT OF CONTINUING LEGAL EDUCATION, UNIVERSITY OF OKLAHOMA LAW CENTER, 630 PARRINGTON OVAL, NORMAN, OKLAHOMA 73069 ($7.00)

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AE 1.60 SCHOOL YEAR

REPORT NUMBER EJ093272

TITLE THE MODULAR CALENDAR: CATALYST FOR CHANGE

AUTHOR(S) KUHNS, EILEEN

PUB DATE W 74

ABSTRACT

CHANGING SUTDENT EXPECTATIONS AND LIFE STYLES ARE PROMPTING EDUCATORS TO DEVELOP INNOVATIVE APPROACHES TO ORGANIZING TIME AND CURRICULA. DESCRIBES HOW AND WHY THE MODULAR CALENDAR WORKS, AS WELL AS ITS FUTURE ROLE IN EDUCATIONAL CHANGE. (EDITION/PG)

DESCRIPTORS

HIGHER EDUCATION	SCHOOL SCHEDULES
SCHEDULE MODULES	FLEXIBLE SCHEDULING
EDUCATIONAL PLANNING	ADMINISTRATIVE PROBLEMS

CITATION EDUCATIONAL RECORD; 55; 1; 59-64

AEA 1.601 SCHOOL CALENDAR; also AFC 1.703 and BD 2.40

REPORT NUMBER ED119296

TITLE DECISION CRITERIA, RETENTION INDEX AND POLICY FOR SCHOOL CONSOLIDATION.

AUTHOR(S) SALMON, RICHARD L.

SOURCE MIDWEST RESEARCH INST., KANSAS CITY, MO.

NOTE 23 P.; EXCERPTS FROM 'DECISION CRITERIA AND POLICY FOR SCHOOL CONSOLIDATION,' MRI PROJECT NO. RA-115-D(1). TABLES ON P12-13 MAY REPRODUCE POORLY DUE TO SMALL PRINT OF ORIGINAL DOCUMENT

PUB DATE 11 FEB 76

ABSTRACT

THE OBJECTIVES OF THE STUDY UNDERLYING THESE EXCERPTS WERE TO ASSIST THE KANSAS CITY SCHOOL DISTRICT (ICSD) IN THE FORMULATION OF POLICY ON THE CONSOLIDATION AND CLOSING OF SCHOOLS, THE DEVELOPMENT OF OBJECTIVE CRITERIA TO AID DECISION-MAKING ON THESE ISSUES, AND THE SPECIFICATION OF PROCEDURES FOR THE IMPLEMENTING OF SUCH POLICY AND POLICY DECISIONS. ACHIEVING THESE OBJECTIVES ENTAILED PERFORMING A COMPREHENSIVE LITERATURE SEARCH; REVIEWING--BY CORRESPONDENCE AND TELEPHONE--THE EXPERIENCES OF 11 OTHER SCHOOL DISTRICTS THAT HAD HAD RECENT SIMILAR EXPERIENCE; INTERVIEWING KEY KCSD ADMINISTRATORS; REVIEWING THE EXTENSIVE AND COMPREHENSIVE STUDY OF THE KCSD DONE IN 1973; INTERVIEWING ALL CURRENT MEMBERS OF THE SCHOOL BOARD; ASSEMBLING 10 OBJECTIVE CRITERIA FOR RANKING THE ELEMENTARY SCHOOLS; FORMULATING A MODEL POLICY STATEMENT; AND DEVELOPING AND SPECIFYING PROCEDURES FOR IMPLEMENTING CONSOLIDATION POLICY. THE DECISION MODEL, PROPOSED BOARD OF EDUCATION POLICY, AND POLICY IMPLEMENTATION STEPS ARE INCLUDED HERE. THE 10 OBJECTIVE CRITERIA ON WHICH THE DECISION MODEL IS BASED ARE THE FOLLOWING (IN ORDER OF ADJUDGED IMPORTANCE): ACHIEVEMENT LEVELS, FACILITY COST PER PUPIL, SPACE PER PUPIL, TEACHER LOAD, RACIAL OR MINORITY BALANCE, AGE AND GENERAL CONDITION OF THE BUILDINGS, AUXILIARY FACILITIES, COMMUTING DISTANCE, NUMBER OF PUPILS, FUEL REQUIREMENTS. (AUTHOR/IRT)

DESCRIPTORS

BOARD OF EDUCATION
DECISION MAKING
MATHEMATICAL MODELS
POLICY FORMATION
CONSOLIDATED SCHOOLS
ELEMENTARY EDUCATION
MODELS
SCHOOL CLOSING

EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE

AEAA 1.602 VACATIONS AND HOLIDAYS

REPORT NUMBER ED074618

TITLE SCHOOL BOARD POLICIES ON LEAVES AND ABSENCES. EDUCATIONAL POLICIES DEVELOPMENT KIT.

SOURCE NATIONAL SCHOOL BOARDS ASSOCAITION, WATERFOR, CONN. EDUCATIONAL POLICIES SERVICE.

NOTE 34 P.

PUB DATE MAR 73

ABSTRACT

THIS REPORT PROVIDES BOARD POLICY SAMPLES AND OTHER POLICY RESOURCES ON LEAVES AND ABSENCES. THE INTENT IN PROVIDING POLICY SAMPLES IS TO ENCOURAGE THINKING IN POLICY TERMS AND TO PROVIDE WORKING PAPERS THAT CAN BE EDITED, MODIFIED, OR ADAPTED TO MEET LOCAL REQUIREMENTS. TOPICS COVERED IN THE SAMPLES INCLUDE (1) SICK LEAVE, (2) MATERNITY LEAVE, (3) PROFESSIONAL IMPROVEMENT LEAVE, (4) PERSONAL LEAVE OR ABSENCE, (5) PROFESSIONAL GROWTH LEAVES OF ABSENCE AND SABBATICALS, (6) CONFERENCES AND VISITATIONS AND (7) EXCHANGE TEACHING. (AUTHOR/JF)

DESCRIPTORS

BOARD OF EDUCATION POLICY
LEAVE OF ABSENCE
POLICY FORMATION
TEACHER EXCHANGE PROGRAMS
BOARDS OF EDUCATION
PERSONNEL POLICY
SABBATICAL LEAVES
TEACHER WELFARE

IDENTIFIERS

MATERNITY LEAVES

AVAILABILITY: NATIONAL SCHOOL BOARDS ASSOCIATION, STATE NATIONAL BANK PLAZA, EVANSTON, ILLINOIS 60201. (KIT #73-13, 1-3 KITS $2.00 EACH, QUANTITY DISCOUNTS)

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

AEB 1.603 EXTENDED SCHOOL YEAR

REPORT NUMBER EJ093847

TITLE A NEW LOOK AT THE YEAR ROUND SCHOOL

AUTHOR(S) RUSSELL, ROGER E.; FAZZARDO, CHARLES J.

PUB DATE DEC 73

ABSTRACT

THERE DEFINITELY APPEARS TO BE A RESURGENCE OF INTEREST IN THE YEAR ROUND SCHOOL. APROPOS, THE AUTHORS OFFER A SUMMARY OF THE EXTENDED SCHOOL CALENDAR AND DISCUSS SELECTED MODELS THAT ARE NOW BEING USED OR BEING CONSIDERED FOR USE IN VARIOUS PARTS OF THE COUNTRY. (EDITOR)

DESCRIPTORS

- EDUCATIONAL DEVELOPMENT
- SCHOOL SCHEDULES
- EDUCATIONAL BENEFITS
- STUDENT TEACHER RELATIONSHIP
- YEAR ROUND SCHOOLS
- EDUCATIONAL PLANNING
- SCHOOL DISTRICTS
- STUDENT MOTIVATION

CITATION CLEARING HOUSE; 47; 4; 195-201

AF 1.70 SCHOOL DAY

REPORT NUMBER EJ096646

TITLE LAKE CITY'S FOUR-DAY WEEK

AUTHOR(S) PARNELL, WALTER A.

PUB DATE MAY 74

ABSTRACT

LAKE CITY COMMUNITY COLLEGE IN LAKE CITY, FLORIDA CONVERTED TO A FOUR DAY WEEK IN ORDER TO CONSERVE ON FUEL. ARTICLE DISCUSSED PROGRAMS DEVELOPED UNDER THE REVISED SCHOOL SCHEDULE. (AUTHOR/RK)

DESCRIPTORS

EDUCATIONAL EXPERIMENTS
PROGRAM DEVELOPMENT
EDUCATIONAL IMPROVEMENT
SCHOOL SCHEDULES
COMMUNITY COLLEGES
EDUCATIONAL PLANNING
NATURAL RESOURCES

CITATION COMMUNITY AND JUNIOR COLLEGE JOURNAL; 44; 8; 10

AFA 1.701 HOURS FOR TEACHERS

REPORT NUMBER ED078526

TITLE TEACHER CONTRACT DEMANDS. ANALYSIS AND RESPONSE FOR THE SCHOOL BOARD NEGOTIATOR.

SOURCE THEALAN ASSOCIATES, INC., ALBANY, N.Y.

NOTE 48 P.

PUB DATE 70

ABSTRACT

THIS TECHNICAL HANDBOOK, DESIGNED FOR SCHOOL BOARD NEGOTIATORS AND OTHER SCHOOL OFFICIALS, CONTAINS A COMPREHENSIVE SET OF TYPICAL TEACHER DEMANDS IN NEGOTIATIONS. EACH DEMAND IS FOLLOWED BY AN ANALYSIS THAT REPRESENTS A MANAGEMENT ADVOCATE'S POSITION THAT MIGHT BE OFFERED TO A CLIENT SCHOOL BOARD. THE DEMANDS IN THIS REPORT HAVE BEEN TAKEN FROM ACTUAL TEACHER PROPOSALS AND REPRESENT A WIDE CROSS SECTION OF DEMANDS. THE DEMAND CATEGORIES INCLUDE THOSE OF NEGOTIATION PROCEDURES, TEACHING HOURS, TEACHING LOAD, TEACHING FACILITIES, CLASS SIZE, LEAVE PROVISIONS, PROMOTIONAL VACANCIES, ACADEMIC FREEDOM, TEACHER EVALUATION, ORGANIZATION RIGHT, AND COMPENSATION. (AUTHOR/JF)

DESCRIPTORS

ACADEMIC FREEDOM
CLASS SIZE
GRIEVANCE PROCEDURES
LEAVE OF ABSENCE
TEACHER EVALUATION
TEACHER SALARIES
TEACHER WELFARE
TEACHING LOAD
BOARDS OF EDUCATION
COLLECTIVE NEGOTIATION
LABOR DEMANDS
TEACHER EMPLOYMENT
TEACHER RECRUITMENT
TEACHER TRANSFER
TEACHING CONDITIONS

AVAILABILITY: THE ALAN ASSOCIATES, INC., 15COMPUTER DRIVE WEST, ALBANY, NEW YORK 12205 ($20.00)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

AFA 1.701 HOURS FOR TEACHERS

REPORT NUMBER ED074618

TITLE SCHOOL BOARD POLICIES ON LEAVES AND ABSENCES. EDUCATIONAL POLICIES DEVELOPMENT KIT.

SOURCE NATIONAL SCHOOL BOARDS ASSOCIATION, WATERFORD, CONN. EDUCATIONAL POLICIES SERVICE.

NOTE 34 P.

PUB DATE MAR 73

ABSTRACT

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DESCRIPTORS

BOARD OF EDUCATION POLICY
LEAVE OF ABSENCE
POLICY FORMATION
TEACHER EXCHANGE PROGRAMS
BOARDS OF EDUCATION
PERSONNEL POLICY
SABBATICAL LEAVES
TEACHER WELFARE

IDENTIFIERS

MATERNITY LEAVES

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AFA 1.701 HOURS FOR TEACHERS

REPORT NUMBER ED078526

TITLE TEACHER CONTRACT DEMANDS. ANALYSIS AND RESPONSE FOR THE SCHOOL BOARD NEGOTIATOR.

SOURCE THEALAN ASSOCIATES, INC., ALBANY, N.Y.

NOTE 48 P.

PUB DATE 70

ABSTRACT

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DESCRIPTORS

ACADEMIC FREEDOM
CLASS SIZE
GRIEVANCE PROCEDURES
LEAVE OF ABSENCE
TEACHER EVALUATION
TEACHER SALARIES
TEACHER WELFARE
TEACHING LOAD
BOARDS OF EDUCATION
COLLECTIVE NEGOTIATION
LABOR DEMANDS
TEACHER EMPLOYMENT
TEACHER RECRUITMENT
TEACHER TRANSFER
TEACHING CONDITIONS

AVAILABILITY: THEALAN ASSOCIATES, INC., 15 COMPUTER DRIVE WEST, ALBANY, NEW YORK 12205 ($20.00)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

PART II

SCHOOL BOARD OPERATION

Policy Outline

The outline below includes both the numerical codification system and an alphabetical cross-reference, the latter reflecting the system devised by the National School Boards Association.

B	2.0	School Board Operation
BA	2.10	Philosophy and Mission
BA	2.101	Basic Premises
BA	2.102	Goals and Objectives
KB	2.103	Relationship with Local Citizenry
ABC	2.104	Basic Standards for Board Members
BB	2.20	School Board Organization
BBAA	2.201	Election of Board Officers
BBA	2.202	Officers
BBABA	2.203	Duties of the President
BBABB	2.204	Duties of the Vice-President
BBABC	2.205	Duties of the Secretary
BBABE	2.206	Duties of Treasurer and Procedures for Custodian of School Funds Appointment

BBABD	2.207	Duties of the Clerk
BBABF	2.208	Duties of the Parliamentarian
BBBA	2.209	Duties of Board Members
BBBB	2.210	New Member Orientation
BBBC	2.211	Board Member Development Opportunities
BBBE	2.212	Compensation
BBC	2.213	Committee Appointments
BBD	2.214	Board-Superintendent Relations
BBE	2.215	Attorney
BBCA	2.216	Operating Committees
BBF	2.217	Advisory Committees
BBG	2.218	Consultants
ABCB	2.219	Qualifications for Membership
ABCDA	2.220	Vacancies

BC 2.30 Board Meetings

BCAA	2.301	Annual Meetings
BCAB	2.302	Regular Meetings
BCAC	2.303	Special Meetings
BCAD	2.304	Adjourned Meetings
BCAE	2.305	Public Hearings
BCBA	2.306	Time and Place of Board Meetings
BCBB	2.307	Notification of Board Meetings
BCBC	2.308	Preparation for Board Meetings
BCBD	2.309	Board Meeting Agenda

BCBE	2.310	Distribution of Materials
BCBF	2.311	Rules of Order
BCBFA	2.312	Quorum
BCBFB	2.313	Suspension of the Rules
BCBG	2.314	Voting Method
BCBH	2.315	Minutes of the Board
BCBI	2.316	Attendance by Other than Board Members
BCBJ	2.317	Board Meeting News Coverage
BCBJA	2.318	Information Releases
BCBK	2.319	Executive Sessions
BD	2.40	Policy Development
BDB	2.401	Responsibility for Drafting Proposed Policy
BDBA	2.402	Role of Attorney
BDBB	2.403	Role of Staff Personnel
BDBC	2.404	Role of Community
BDBD	2.405	Role of Student Personnel
BDC	2.406	Policy Adoption
BDD	2.407	Policy Dissemination
BDE	2.408	Policy Review
BDG	2.409	Policy Voids and Authorizatio to Act in Policy Absence
BDH	2.410	Suspension of Policy
BH	2.411	Ethics
BHA	2.412	School Board Member Conflict of Interests
BE	2.413	School Board Records

Policy Questions

The following questions, coded to the policy outline and to specific policy topics, are provided to stimulate deliberation and discussion relative to school board operation within the school districts of Alabama. Users of this guide should expand the questions as necessary to meet needs peculiar to the individual school system.

2.10 Philosophy and Mission

2.101 (BA) What is the overall philosophy of the school system? To what philosophical principles does the system aspire? What roles do the parents, board members, educators, and the school community play in deciding the board's philosophy? Are the programs adjusted to the needs of the pupil population? Is education commensurate with interests and aptitude a product of the existent philosophy? Should it be?

2.102 (BA) What are the overall goals and objectives of the school system? Are they consistent with the philosophy? Who is being served by the system? How well, by a measurable standard, are pupils being served? What are the system's priorities? How is citizenship training developed?

2.103 (KB) (KC) Is the board of education sufficiently accountable to the public? Is the public's role in policy determination sufficiently recognized? What statutes govern relationships with school trustees?

2.104 Are there defined ethical standards for the board of education? Should there be? If so, what should be included in the code of ethics?

The above could also include the following questions which directly relate to the philosophy and mission of the system.

How does the system determine its goals and priorities? How is citizenship training developed? Are democratic principles followed? Are democratic precepts taught, learned, lived and observed? Do the elementary and secondary schools place sufficient emphasis on affective areas or is the main emphasis on the cognitive? Does the system reflect both freedoms and responsibilities relative to all personnel?

2.20 School Board Organization

2.201 (BBAA) How are board members elected? Do the procedures relative to election and number of members meet statutory requirements? How are the officers selected?

2.202 (BBA) What are the roles of board officers? What is the order of precedence relative to presiding in the absence of the president?

2.203 (BBABA) What are the duties of the President? Does he have power outside of board meetings? Should have power outside of at meetings? If so, with what limitations or constraints?

2.204 (BBABB) What are the duties of the Vice-President?

2.205 (BBABC) What are the duties of the Secretary?

2.206 (BBABE) What are the duties of the Treasurer?

2.207 (BBABD) What are the duties of the Clerk?

2.208 (BBABF) What are the duties of the Parliamentarian?

2.209 (BBBA) What are the duties of the individual board members? To whom are they responsible? What understandings and behaviors characterize an ethical, efficient board member?

2.210 How are new board members oriented? Who is responsible for this orientation? What activities facilitate the orientation process?

2.211 (BBBC) What provisions are made for board member development?

2.212 (BBBE) What compensation do board members receive? For what do they receive any compensation? What is the statutory basis for board member compensation?

2.213 (BBC) What board committees are needed? Are committees delegated authority? What should be the relationship of committees to the board? What should be the relationship of committees to the superintendent?

2.214 (BBD) What is the relationship between the board and the superintendent from an organizational viewpoint? Which responsibilities and authorities are delegated? Which are maintained by the board?

2.215 (BBE) What provisions are made for legal advice for the board of education and for the superintendent? Is an attorney needed for continuing legal needs? Is the need for legal guidance more evident than in past years? What types of problems require legal counsel? What amount of time is needed?

2.216 (none) What types of operating board committees are to be established if the school system has a period of time without an administrative head?

2.217 (BBF) What advisory committees to the board are needed?

2.218 (BBG) Are provisions made for consultative advice to the board of education? What procedures are used in approval of potential consultants?

2.219 (ABCB) What are the qualifications which a prospective board member must meet to become legally qualified?

2.220 (ABCDA) How are unexpired terms fulfilled? What statutes are applicable to filling vacancies on the board?

2.30 (BC) Board Meetings

2.301 - 2.305 How many types of meetings are there--annual, regular, special, etc.? What is the need for meetings related to the functions of the board?

When, where, and at what time are annual and special meetings prescribed? (Monthly, bi-weekly, at the board room, night or day, on week-ends)

2.306 How is the board notified of meetings? What is
2.307 a recommended time? How can the members best
(BCBA) be reached? Do they receive an agenda? Where
(BCBB) are the meetings customarily held?

2.308 What preparations are made for the board meetings?
(BCBC) What are the responsibilities of the superintendent? What are the responsibilities of the board members?

2.309 Who prepares the agenda for the board meetings?
(BCBD) How is this done? Who can place an item on the agenda and who decides whether an item is to be placed on the agenda

2.310 Who distributes materials and how is it done?
(BCBE) When should minutes of the previous board meeting be in the hands of board members? Are materials distributed by mail, messenger, pick-up, or by some other means?

2.311 What are the rules of order which govern the board
(BCBF) meeting? Are Robert's Rules of Order the official rules for board meetings? Are there exceptions?

2.312 What are the rules for a quorum? Are these rules
(BCBFA) the same for all purposes?

2.313 When is the board authorized to suspend the normal
(BCBFB) rules of order?

2.314 Is vote by voice, show of hands, secret ballot?
(BCBG) Can a board member demand a secret ballot?

2.315 Who records the Minutes and Documents of the board?
(BCBH) How and where are the Minutes and Documents kept? (Also refer to 2.413)

2.316 How much public participation and news coverage
(BCBI) is allowed? What are the procedures? Can parents attend? Can students attend? Who decides who can attend board meetings? What about educators?

What is the official role of the superintendent during a board meeting? Can he vote on any matters?

2.317 Who releases information about decisions made by
(BCBJ) the board of education? What are the major con-
2.318 siderations about releasing information about
(BCBJA) appointments, salary schedules, new policy, changed policies?

2.319 How, when, where, why, and by whom are Executive
(BCBK) Sessions called?

2.40 (BD) Policy Development

2.401 (BDB) Who drafts policy and how is it done? Who makes assignments?

2.402 (BDBA) What is the role of the attorney in policy development?

2.403 (BDBB) What is the role of staff personnel in policy development?

2.404 (BDBC) What is the role of the community served by the school district in policy development?

2.405 (BDBD) What roles do students play in policy development? What roles should they play? How do these roles differ between elementary-aged and secondary school-aged students? Why?

2.406 (BDC) Who adopts policy and how is it done? Are any special procedures used? Is there a time lag?

2.407 (BDD) Who disseminates adopted policy and how is this done? Who receives adopted policies? Is this adopted policy information treated confidentially? Is it given limited dissemination? How great an effort is made to adequately inform the public of adopted policy?

2.408 (BDE) How is current policy reviewed? How often is this done? Who does the reviews?

2.409 (BDG) What provisions are made for operations in the event that there is an absence of relevant policy? Who is authorized to act and under what conditions?

2.410 (BDH) How can policy be suspended? Who can do this, under what circumstances, and within what limits?

2.411 (BH) What ethical considerations should be considered in policy development?(Fairness, non-discriminatory, equal treatment, attention to all views)

2.412 (BHA) What statutes govern conflict of interests? What procedures must apply when this is present?

2.413) (BCBH) Where are the board records stored? What must be in the records? Does the public have access to record review?

Major Considerations

Ideally, the school system has, through implementation of the decision-making process, determined which educational needs of its student population will be served and thus directs its policies and energies toward delivering the best program possible consistent with those needs and pupil characteristics. The philosophy and mission of the school system should always be the main questions when policy is being considered, since the main consideration of any system relates to its mission. Not only must this consideration be treated, but a determination about who will decide must also be made.

Philosophies, mission, goals, objectives, and purposes frequently become meshed. The important point is that everyone clearly understands the basic premises from which the school operates. Without such a clear and comprehensive grasp of overall purposes, attainment is at best difficult and more likely impossible.

In each Alabama school district, the organization of the school board will reflect, to a great extent, the nature and intent of its membership. If respomsibilities and functions are objectively prescribed for officers and members, the board will more than likely be a working board rather than an honorary position.

How board meetings are conducted greatly influences the effectiveness of the board in guiding the direction of the school system. This is equally true for city as well as county boards of education, for boards which reflect small systems as well as those which reflect large metropolitan areas.

Though the present work is fully cognizant of the fact that board meetings should not become stuffy and procedure-bound, it recognizes certain prerequisites which exemplify the efficient meeting. These include: (a) prior preparation with an agenda and supporting documents as needed, (b) a formal means of taking action on any matter by recorded vote, (c) minutes which motions and actions, and (d) opportunities for the board to hear and consider both those it directs and those it represents.

Within any system a clear-cut distinction between delegated authority and responsibility to the superintendent and authority and responsibility reserved for the board of education must be readily apparent. The superintendent must avoid usurpation of board responsibilities and board members must likewise avoid becoming super administrators. Understandings of respective roles is vitally important.

Policy development either as a policy or as a procedure reflects the intent of board members either to utilize policy as a means to guide the school system or as an accommodation for convenience.

Both board members and school superintendents should assure that all school board operation is consonant with the mandates of the Code of Alabama or of applicable court precedents. The reference which follow should thus be especially helpful.

Philosophy and Mission
BA- 2.10

The Board of Education of this School District shall be dedicated to providing for all students under its jurisdiction an educational program commensurate with needs and aspirations. Said provision shall characterize all discharge of duties.

Basic Premises
BA-2.101

Members of this Board believe that the Board is responsible to the people and therefore should attempt to reflect the opinion of the community; however, Board members must also look to the future more clearly than is required of the average citizen. The results of many of the decisions and actions of the Board will not be realized at once; yet they will set the course of education in the district for future years.

The Board has established broad premises upon which it formulates its policies for the operation of the schools under its jurisdiction. These principles are as follows:

1. Educational opportunities must be provided for all the children of all the people and these opportunities must be equal for all children, irregardless of age, sex, religious preference, race, or nationality. This system shall be dedicated to the provision of equal educational opportunity for all students attending its schools.

2. Educational offerings shall be open to all students and shall be provided for the varying abilities and needs of all pupils.

3. Education must be concerned with the life needs of the pupils. It must contribute to their all-around growth which includes the phsical, mental, social, vocational, and spiritual development.

4. Public education is obligated to contribute to the maintenance and improvement of all the finer and wholesome facets of American life.

5. Our children should be trained or educated to

   A. possess the inquiring mind
   B. speak their language clearly
   C. read efficiently
   D. write effectively
   E. solve their number problems
   F. listen and observe skillfully
   G. understand the basic facts of health
   H. participate in wholesome sports and recreational activities
   I. appreciate beauty
   J. give responsible direction to their lives
   K. put himan relationships on a high plane
   L. enjoy a rich, sincere, and varied social life
   M. work and play well with others
   N. observe therules of good social behavior
   O. appreciate the family and contribute it its welfare
   P. conserve family ideals
   Q. maintain democratic family relationships
   R. know the stisfaction of good workmanship
   S. maintain and improve economic efficiency
   T. know what they should and can afford to buy and what they should not or can not afford to buy
   U. respect honest differences of opinion
   V. possess regard for the nations's and state's resources
   W. respect local, state and federal laws
   X. accept civic responsibility
   Y. be loyal to democratic ideals

6. Well qualified and dedicated teachers are necessary if we are to have good schools.

Reference: Final Title IX Regulation Implementing Education Amendments of 1972.

Goals and Objectives
BA-2.102

Members of this Board of Education, collectively and as individuals, are committed to education of all students which accommodates their individual abilities and career-oriented interests as well as all other constructive aptitudes. This Board shall recognize the significance of all personnel, both professional and non-professional, to achievement of this end.

The Board of Education shall assume the educational leadership role consistent with mandate of the Alabama Legislature. It shall employ a Superintendent of Schools and professional staff who will strive to develop and maintain an outstanding school system and under whose noted leadership, school personnel will carry out the policies of this Board with dedication and consistent improvement of individual teaching or administrative competencies.

Specific goals and objectives of this Board reflected in policy statements shall include:

A. to interpret the educational needs of and aspirations of the community through formulation of policies which stimulate the learner and the learning process.

B. to manage the school system in accordance with Board policy and relevant statutes contained in the Alabama Code.

C. to assure equal educational opportunities for all students attending the schools of this district based on pupil needs and aspirations. Educational programs shall adhere to the Alabama Course of Study; yet contain sufficient flexibility to challenge all students to realize maximum potentials.

D. to assure provisions of leadership relative to fiscal and business management operation and within the instructional programs within each school served by the School District; in recognition that such capable leadership is necessary for proper policy implementation.

E. to develop and provide the data appropriate for the management funcitons of planning, evaluating, organizing, controlling, and executing.

Relationship with Local Citizenry
KB-2.103

The Board shall maintain communication with the various citizens served by the schools of this district in order to interpret public attitudes, to identify policies and procedures needed, to stimulate public confidence in the system as a whole, and to encourage public involvement with and understanding of the local schools.

Note: Complete discussion of the Board's role in general public relations is filed K-10.0 under this cover.

Reference: The Code of Alabama, Title 52, Chapters 5 and 8.
Code of Alabama, 1975, Chapters 8 and 11.

Basic Standards for Board Members
ABC(ABCA) (ABCD)-(Sec. 2.104)

Members of the Board constitute the legal body for governing the educational activities of the School DIstrict. Members of the Board shall have the authority only when acting as a board legally in session. The Board shall not be bound in any way by any statements or actions on the part of individual members except when such statements or actions are in pursuance of specific instructions of the Board.

In all cases where state laws, federal statutes, or judicial precedents do not provide or prohibit, the Board shall consider itself the agent responsible for establishing and appraising the educational activities.

The Board shall be composed of five (5) members as set forth by the Alabama School Code.

The Board collectively and as individuals shall subscribe to and meticulously observe ethical practices in all areas, including both ministerial functions and discretionary duties. Observances of this ethical practices code shall characterize all relationships with personnel subject to its jurisdiction and with all citizens served by the Board.

Reference: Title 52, Section 62, The Code of Alabama, Title 52, Section 151, The Code of Alabama.
Code of Alabama, 1975, Section 16-8-8 and 16-11-2.

Reference: The Code of Alabama, Title 52, Section 63. Title 52, Section 151, (Refer to numbers of members.) Code of Alabama, 1975, Section 16-8-1 and 16-11-2.

Reference: 2.411--Code of Ethics.

County School Board Organization
BB-2.20

Election of Board Officers - BBAA-2.201

At the first regular meeting held on the third Tuesday of November, the Board shall elect one of its members to serve as president and one to serve as vice-president.

Said election shall be by open ballot and in accordance with Robert's Rules of Order, Revised. In addition, the Board shall appoint the Superintendent of Schools to serve as Secretary to the Board.

The Board shall also appoint a Custodian of School Funds in accordance with the Code of Alabama.

Reference: The Code of Alabama, Title 52, Section 67, and Section 70 (Custodian of School Funds) Code of Alabama, 1975, Section 16-8-4 and 16-8-33.

Officers
BBA-2.202

The Board shall elect, at its regular meeting in November each year, one of its members to serve as president and one to serve as vice-president. The president shall preside at all meetings of the Board and he or she shall call special meetings when required. He or she shall also sign, with the Superintendent, the minutes and other official documents which require the signature of the president. He shall perform other duties prescribed by statue or by-laws of the Board.

In the absence of the president or in the event of his or her death, or his or her inability or failure ot act, the vice-president shall perform the duties of the president and, when so acting, shall have all the powers of the president. If the president and vice-president are absent from a meeting at which a quorum is present, the ranking member present in terms of continuous service on the Board shall preside.

The Superintendent shall serve as Secretary, shall perform all relevant duties but shall have no vote.

Reference: The Code of Alabama, Title 52, Sections 67 and 69.
Code of Alabama, 1975, Sections 16-8-4 and 16-8-7.

Officers and Method of Election
City Boards of Education
(BB-BBAA) (2.201-2.202)

At the first regular meeting in May, the Board of Education shall elect one of its members to serve as president and one to serve as vice-president. Said election shall be by open ballot and in accordance with Robert's *Rules of Order, Revised*.

Further, at said meeting the Board of Education shall appoint the Superintendent of Schools as its executive officer who *may* also serve as secretary of the Board.

Reference: *The Code of Alabama*, Title 52, Section 154.
Code of Alabama, 1975, Section 16-11-5.

Reference: *The Code of Alabama*, Title 52, Section 155.
Code of Alabama, 1975, Section 16-12-3.

Duties of the President

BBABA-2.203

The duties of the President of the Board shall include, but not be limited to, the following:

A. To preside at all meetings of the Board.

B. To perform all duties imposed by statutes.

C. To perform such other duties as may be prescribed by law or action of the Board.

D. To appoint all committees of the Board.

E. To serve as an ex-office member of all committees of the Board.

F. To call all special meetings of the Board.

G. To sign all official documents which require the signature of this office.

The President shall have the same rights as other board members to offer resolutions, to make motions or second motions, to discuss questions, and to vote.

Reference: Code of Alabama, Title 52, Section 67. (Reference only notes the procedures of election)
Code of Alabama, 1975, Section 16-8-4

Duties of the Vice-President
BBABB-2.204

The Vice-President shall assume the duties of the President in the event of his or her absence. The Vice-President shall perform all other duties as may be prescribed by the Board of Education. When acting in the capacity of President, the Vice-President shall have all the power of the President.

Duties of the Secretary
BBABC-2.205

The specific duties of the Board Secretary shall include, but not be limited to, the following:

A. To keep a full and accurate record of the proceedings of the Board.

B. To send out notices of Board Meetings.

C. To keep Board Members' policy manuals current.

D. To advise the Board of policies previoulsy adopted which affect items on the agenda requiring policy consideration.

E. To countersign all warrants for money drawn upon the Board Treasury.

F. To, in the absence of the President and Vice-President, call the Board Meeting to order and conduct the election of a President pro tem.

Reference: The Code of Alabama, Title 52, Section 69.
Code of Alabama, 1975, Section 16-8-7, (County Boards only.)

Duties of the Treasurer (Custodian) of County School Funds

BBABE-2.206

The Treasurer, referred to as Custodian of County School Funds, shall adhere to the following mandates.

The County Board of Education shall appoint a custodian of public school funds of the county, which custodian may be the county treasurer, the secretary to the county superintendent, or some other qualified person.

The Custodian of School Funds shall give bond with a surety company authorized to do business in Alabama; shall receive and take charge of all moneys to which the county board may be entitled by law or which; may come into its possession for public school purposes; shall pay out such moneys only on written order of the county superintendent of education, approved by the chairman of the county board of education; shall keep an accurate record of all receipts and expenditures; and shall make such reports as may be required by law, by the county board of education, or by the rules and regulations of the state board of education.

The amount of bond of the custodian shall be fixed by the county board of education and approved by the state board of education through its executive officer, the state superintendent of education, with whom a copy which is certified shall be fixed.

Reference: The Code of Alabama, Title 52, Section 70 and Annotations relevant to Section 70.
Code of Alabama, 1975, Section 16-8-33

Duties of the Clerk and Parliamentarian

BBABD-BBABF

2.207-2.208

Though the Superintendent of Schools is the designated Secretary of the Board of Education, the clerk performs stenographic duties. The clerk, once approved by the Board, records the actual business of the Board meeting. The clerk, should he or she be the Superintendent of Schools' secretary, shall also transcribe information from the Board meeting and organize an accurate account of the Board minutes which shall be given to the Superintendent for mailing or delivery to members of the Board.

The policy of this Board of Education shall be that meetings are sufficiently formal for orderly procedure yet informal enough to be natural and to encourage free discussion and promote group thinking and action.

To assure orderly procedure, the Board shall follow Robert's Rules of Order, Revised, with certain exceptions explained in the appropriate section.

A member of the Board may be selected by the Board to function as Parliamentarian. In said position, this member can assist the Board when vigorous debate causes complete departure from the desired orderly procedure. This position shall be for the purpose of assistance, not for stifling free and open discussion of points at issue.

Original-No Reference

Duties of the Board Members

BBBA-2.209

The duties and obligations of an individual board member in city or county school systems in the State of Alabama may be listed as follows:

A. To endeavor to attend all meetings.

B. To become familiar with the State School Laws, local regulations, the State Department of Education rules and regulations, Board policies, rules and regulations.

C. To have a general knowledge of educational aims and objectives of the School District.

D. To vote and act in the Board meetings for the good of the total School District.

E. To avoid domination of the Board and assume his or her share of the work.

F. To accept the will of the majority vote and give wholehearted support to the resultant policy.

G. To represent the board in such a way as to promote public interest and support and to conduct himself or herself ethically at all times, especially in Board-related activites.

H. To refer complaints to the proper school authorities and to abstain from individual counsel and action.

I. To recognize that frank discussions based on objective rationale are vital to the ultimate success of the school system. Courage of one's convictions, coupled with cooperation and sincerity, must characterize the member's approach to all decision-making.

New Member Orientation
BBBB-2.210

The Board realizes the importance of a functional orientation program for new Board members. Under the guidance and direction of experienced Board members and the Superintendent of Schools, orientation will be provided for new Board members through activities such as the following:

A. They will be extended an official letter of welcome.

B. They will be provided with a copy of the Alabama School Code.

C. They will be provided with a copy of the Board policies, rules, and regulations.

D. They will be provided with current copies of school systems budgets, individual school budgets as applicable, and financial statements.

E. They will be provided with information on school enrollments, qualifications of teachers, buildings, instructional programs, and other relevant data.

F. The Superintendent of Schools should help to acquaint the new Board member with his or her duties and responsibilities.

G. The Superintendent of Schools should conduct the new Board member on a comprehensive tour of the School District.

H. The Superintendent of Schools and experienced Board members should provide time to meet jointly with the new Board member for orientation purposes.

Board Member Development Opportunities
BBBC-2.211

Members of the Board are encouraged to attend (at Board expense) local, state, and national conventions and conferences pertaining to educational improvement of Board members, to visit local schools, and to affiliate with and attend conferences and workshops conducted by the State and National School Boards Association.

The professional library of the School District is available to Board members for information and data pertaining to professional development.

County Compensation
BBBE-2.212

Members shall receive according to law, seven dollars and fifty cents per meeting and actual traveling and hotel expenses in attending meetings and transacting business for the Board. Compensation and expenses shall not be claimed for more than twenty-four meetings per year.

In such cases relative to expenses, itemized expense accounts shall be signed and submitted as a basis for payment.

> Provided, however, that in counties having a population of 600,000 persons or more according to the last or any succeeding federal census, members of the county board of education shall receive from the public school funds of the county thirty-five dollars ($35.00) per day and their actual traveling and hotel expenses incurred in attending meetings of the board and transacting business of the board, not te exceed fifty-two (52) days in any one year, said compensation and expenses to be paid in like manner as provided for the compensation of teachers. (Title 52, Section 68)

Reference: The Code of Alabama, Title 52, Section 68; Act 1975, No. 1013.
Code of Alabama, 1975, Sections 16-8-1 and 16-8-5.
Act 1013, Regular Session, 1975.

City Compensation
BBBE-2.212

Members of City Boards of Education shall not receive compensation for their services as Board members except as specified below. Members of the Board shall be reimbursed for those expenses incurred in performance of Board functions. In such instances, itemized expense accounts shall be signed and submitted as a basis for payment.

> . . . Each member of such city board of education in cities having a population of 300,000 or more according to the last or any subsequent federal census shall receive ten dollars for each meeting of the board attended by him, provided that no member shall receive more than twenty dollars during any one month for attending regular meeings of the board and no member shall receive more than ten dollars during any one month for attending special meetings of the board. . .
>
> This compensation shall be paid from the city school funds in the manner provided for paying out of such city school funds. (Title 52, Section 151)

Reference: The Code of Alabama, Title 52, Section 151.
Code of Alabama, 1975, Section 16-11-2

Committee Appointments
BBC-2.213

The Board of Education shall have no standing committees. Special committees may be created for specific purposes. When created, said committees shall be appointed by the President of the Board and shall terminate upon completion of assigned tasks or they may be terminated by majority vote of the Board at any time.

Board-Superintendent Relations
BBD-2.214

The operation of a public school system is a complex task, replete with innumerable problems, controversies, and occasional impasses. A vital ingredient of school system efficient operation is an objective, business-like and ethical relationship between the Board of Education and the Superintendent of Schools and his administrative staff.

A chief area of concern relates to the prerogatives of the Board and those of the chief officer of the system. In some cases, the duties and responsibilities of each can be clearly delineated; yet in many cases, functions,of necessity,overlap. Complicated questions and issues often arise which cannot reasonably be anticipated. Faith, understanding, and patience are vital to teamwork. Advance knowledge that certain codes of conduct and principles will be observed by both Superintendent and Board members can eliminate many problems while promoting confidence and trust, thus creating a climate which facilitates understanding, joint cooperation, and a more apt discharge of all responsibilities.

The following guides have been included to assist school systems in the above regard. They address roles of both Board members and the Superintendent of Schools.

Familiarity with these guides and a joint determination to follow the five listed principles will resolve many otherwise insoluble problems relative to Board-Superintendent relations.

A. The Superintendent represents the Board in dealing with the staff; he likewise represents the staff in dealing with the Board.

Board members who have information or suggestions pertinent to the adminstration of schools call or contact the Superintendent. Staff members who desire advice and councel or clarification of policy in handling complicated problems contact the Superintendent, who in turn gives the answer or direction needed or else seeks the assistance of the Board.

Staff members who have information or suggestions pertinent to the carrying out of Board functions bring them to the attention of the Superintendent who in turn makes regular reports to the Board.

Staff members dissatisfied with decisions rendered or action taken by the Superintendent may make written reports to the President of the Board, giving a copy of the report to the Superintendent.

B. The Board refers all requests for individual adjustment, promotion, transfer, or other such requests to the Superintendent.

C. The Superintendent makes all personnel recommendations to the Board with reference to employment, promotion, and dismissal.

D. The Board and the Superintendent handle personal information, pending Board action and/or the resolution of problems to a satifactory conclusion in a confidential and professional manner.

E. The Board does not feel obligated to accept the recommendations of the Superintendent. Often the Superintendent developes a new point of view as a result of discussion and information. The Board may accept or reject the recommendations of the Superintendent, call for new recommendations, or make new recommendations which embody the best thought of the Board and staff. In many cases, the Board will defer action until additional guidelines for action.

Reference: The Code of Alabama, Title 52, Sections 73, 112, 114, and 123.
Code of Alabama, 1975, Sections 16-8-10, 16-9-13, 16-9-15, and 16-9-23.

Attorney
BBE-2.215

Any city or county Board of Education in the State of Alabama shall have the right to retain and utilize legal counsel at the Board's expense. In light of the increased close judicial scrutiny involving all aspects of school system operation, such retention of legal counsel should be implemented by the Board.

Operating Committees
BBCA-2.216

Said committees shall report to the Board as directed by the President and shall limit the sphere of operation to the specific topic for which said committee was formed.

Adopted:

Advisory Committees
BBF-2.217

The Board may also create advisory committees on a temporary basis. When so created, such committees shall be appointed by the President and shall terminate upon completion of assignments.

Consultants

BBG-2.218

The Board may utilize the services of professional consultants from state departments of education, colleges, universities and other resource units when consultative services are considered helpful to the School District.

All consultants shall be approved by the Board prior to the invitation and arrangement for visitation .

County Qualifications for Membership
ABCB-2.219

A person is legally qualified to become a member of the Board of Education provided:

A. The person is a resident of the county.

B. The person is not an employee of said Board.

C. The person is of good character, with at least a fair elementary education, of good standing in the respective community, and known for his or her honesty, business ability, public spirit and interest in the good of public education.

However, it is desirable that members of the Board have a genuine interest in and devotion to public education, a willingness to give time and effort to the work, a capacity for understanding people, and the ability to work cooperatively with others.

Reference: The Code of Alabama, Title 52, Section 63.
Code of Alabama, 1975, Section 16-8-1

Qualifications for Membership
City Board

A person is legally qualified to become a member of the Board of Education provided:

A. The person is a resident of the City.

B. The person is not a member of the City Commission.

C. The person is of good character and fitness.

However, it is desirable that members of the Board have a genuine interest in and devotion to public education, a willingness to give time and effort to the work, a capacity for understanding people, and the ability to work cooperatively with others.

Reference: The Code of Alabama, Title 52, Section 151.
Code of Alabama, 1975, Section 16-11-2

County Board Vacancies
ABCDA-2.220

In the event that a vacancy occurs on the Board the vacancy shall be filled by appointment by a majority of the remaining members, and the apointee shall hold office for the unexpired term.

Reference: The Code of Alabama, Title 52, Section 64.
Code of Alabama, 1975, Section 16-8-6.

City Board Vacancies
ABCDA-2.220

In the event of a vacancy in the membership of the Board by resignation or otherwise, the fact shall be reported to the governing body of the city by said Board, and the said governing body shall appoint a person to fill such vacancy for the unexpired term.

Reference: The Code of Alabama, Title 52, Section 152.
Code of Alabama, 1975, Section 16-11-3.

Board Meetings
BC-2.30

Annual Meetings
BCAA-2.301

The Board of Education shall hold an annual meeting each year on the third Tuesday in November for officer elections as mandated by law. (City Board annual meeting--first regular meeting in May.)

Reference: The Code of Alabama, Title 52, Sections 67 and 154.
Code of Alabama, 1975, Sections 16-8-4 and 16-11-5.

Regular Meetings
BCAB-2.302

Regular meetings of the County Board of Education shall be held on the specified dates on Friday of the final weeks of February, May and September. Both county and city boards shall base their regular meetings on the respective by-laws of the systems.

Reference: The Code of Alabama, Title 52, Sections 67 and 154.
Code of Alabama, 1975, Sections 16-8-4 and 16-11-5.

Special Meetings
BCAC-2.303

Relative to both county and city Boards of Education, special meetings shall be called by the President of the Board at his or her discretion. A written request for a special meeting of the Board members shall make it mandatory for the President to call the meeting. If at all possible, written notice of special meetings shall be provided and news media contacted.

Adjourned Meetings
BCAD-2.304

Any legal meeting of the Board of Education (county or city) may be adjourned to a specific plane and time commensurate with the duties and business of the Board.

Reference: The Code of Alabama, Title 52, Sections 67 and 154.
Code of Alabama, 1975, Sections 16-8-4 and 16-11-5

Public Hearings
BCAE-2.305

On the second Tuesday of each year, the county Board of Education shall hold a meeting for the purpose of giving the public an opportunity of presenting to the Board matters relating to the allotment of school funds, or any other matter relating to administration of the public schools of the county.

Reference: The Code of Alabama, Title 52, Section 66.
Code of Alabama, 1975, Section 16-8-3

Time and Place of Board Meetings
BCBA-2.306

The designation of a time and place for Board Meetings shall be at the discretion of the Board. (The following policies reflect different systems' adaptations of the above statement.

Regular Board meetings shall be held on the third Thursday of each month at five-thirty P.M. (5:30 P.M.) unless another time shall be designated. Regular Board meetings shall be held in the general office of the Board unless another place shall be designated.

Regular Board meetings shall be held on the second Wednesday of each month at eight o'clock P.M. (8:00 P.M.) unless another time shall be designated.

Regular Board meetings shall be held in the "board room," unless another place shall be designated.

Regular Board meetings shall be held on the first and third Mondays of each month at six o'clock P.M. (6:00 P.M.) unless another time and place shall be designated. Regular Board meetings shall be held in the general office of the Board unless another place shall be designated.

Notification of Board Meetings
BCBB-2.307

The Board shall direct the Superintendent of Schools to notify or cause to be notified all members of the Board at least forty-eight (48) hours prior to regular Board meetings.

If possible, the Superintendent of Schools shall notify all Board members at least forty-eight (48) hours prior to special meetings of the Board.

Preparation for Board Meetings
BCBC-2.308

The Board must continually be provided with data and backup information to assist the Board in reaching sound educational decisions. The Superintendent of Schools should assume the responsibility for transmitting the necessary data and information to prepare members of the Board for Board meetings.

Members of the Board should assume the responsibility for utilizing the information provided them and for contacting the Superintendent of Schools to request additional information needed for their decision-making responsibilities.

Board Meeting Agenda
BCBD-2.309

The Board shall direct the Superintendent of Schools to prepare or cause to be prepared an agenda for regular Board meetings. The agenda shall be mailed or delivered to each Board member at least forty-eight (48) hours prior to the time of the next regular Board meeting. Items of business may be suggested by Board members, administrative staff, employees, school patrons, or lay citizens of the School District for inclusion on the agenda.

Business items proposed by school patrons and lay citizens shall be submitted in written form and received in the office of the Superintendent of Schools at least four (4) days prior to the meeting date.

Items of business may not be suggested from the floor for discussion except at the discretion of the President or by a majority vote of Board members present.

A suggested order of business shall be as follows:

A. Hearing of delegations and communications.

B. Agenda

   1. Unfinished business
   2. New business

C. Business by members of the Board and Superintendent of Schools not included on the agenda.

D. Adjourn

Materials Distribution
BCBE-2.310

The Superintendent of Schools may distribute to Board members materials or supplemental information which he considers important to clarify, broaden, and/or help increase understanding of the School District's business matters for which Board members are duly responsible.

Rules of Order
BCBF-2.311

The Board shall observe Robert's Rules of Order, Revised, except that the President may discuss and have a vote on all matters before the Board. The Secretary of the Board may not serve as president pro tem but shall conduct a vote of Board members to select a president pro tem. The Superintendent, designated as Secretary, shall not vote on matters before the Board.

Quorum
BCBFA-2.312

Three members of the Board shall constitute a quorum for the transaction of business at Board meetings. A motion shall be declared not approved unless it receives three or more votes, a majority of the Board.

Reference: The Code of Alabama, Title 52, Section 67.
Code of Alabama, 1975, Section 16-8-4.

Suspension of the Rules
BCBFB-2.313

During debate of extraordinarily complex issue, a vote to suspend normal rules or order shall be appropriate, following majority opionion that such suspension is necessary.

Voting Method and Minutes of the Board

BCBG - BCBH
2.314-2.315

There shall be no representation by proxy of any member of the board at any time. All members present are authorized to speak on issues, offer and second motions, and vote.

Any matters requiring a vote of the Board shall be voted upon by open ballot.

The Secretary of the Board shall be responsible for recording the Board minutes at all Board meetings. The minutes of each Board meeting shall be prepared by the Superintendent of Schools and mailed or delivered to the members at least forty-eight (48) hours before the time of the next regular meeting.

At each Board meeting considered a regular meeting the minutes of the preceding meeting shall be approved by the Board.

A copy of all motion shall be carefully recorded. The names of those who make the motions, those who second motions, and those who vote "ayes" and "nays" shall also be recorded.

The official minutes shall be kept in bound volumes at the office of the Superintendent of Schools considered to be the office of the Board of Education. All official records of the Board shall be available to citizens for inspection at the office of the Superintendent of Schools.

Public Participation and News Coverage

BCBI - BCBJA
2.316-2.318

All Board meetings (except executive sessions) shall be open to the public. The Board shall continually urge public participation and attendance at all Board meetings.

The Board encourages members of the news media to attend and provide news coverage for all Board meetings. Members of the news media are notified of all regular Board meetings at least forty-eight (48) hours prior to said meeting.

If possible, the news media shall be notified of special Board meeting at least forty-eight (48) hours prior to said meetings.

Information releases shall conform to local by-laws relative to this purpose. Procedures for said release shall likewise so conform. Any withheld information relative to executive sessions shall be in conformity with Title 52, Sections 16-8-4 and 16-11-5 and "Sunshine Law" as applicable.

Reference: The Code of Alabama, Title 14, Section 393.
Code of Alabama, 1975, Section 13-5-1

Executive Sessions
BCBK-2.319

The Board may hold Executive Sessions at any and all Board meetings. Executive Sessions of the Board are closed meetings and may be attended only by the Board members, the Superintendent of Schools, the Board's Attorney, and persons directly involved in the matter to be considered.

The Board shall call an Executive Session for the following reasons:

1. The good name of an individual is to be discussed.
2. The salary of an employee is being considered.

Reference: The Code of Alabama, Title 52, Section 67.
Code of Alabama, 1975, Section 16-8-4

Reference: The Code of Alabama, Title 52, Section 154.
Code of Albama, 1975, Section 16-11-5.

Reference: The Code of Alabama, Title 14, Section 393.
Code of Alabama, 1975, Section 13-5-1.

Policy Development
BD-2.40

Under the law of Alabama, all local schools boards have a primary responsibility for policy development. Said development shall concern all areas of school system operation. In its policy development endeavors, the Board should attempt to seek the advice and guidance of the Superintendent and his staff, principals, teachers, and citizens, incorporating such counsel into its decision-making.

Note: Policies should be (1) in writing, (2) broadly distributed, and (3) filed with the State Superintendent of Education. All amendments to policies should be handled in same manner.

Drafting Proposed Policy (BDB-2.401)

The Superintendent of Schools shall be designated as the policy draft writer for the Board. His responsibility consist of translating Board consensus into a narrative presentation for either further Board deliberation or for Board action.

Attorney's Role (BDBA-2.402)

The Board attorney examines legal ramifications of proposed policies. He assists both the Board and the policy draft writer, assuring that policies comply with legal norms.

Role of Staff Personnel (BDBB-2.403)

The Superintendent, either directly, or through his administrative staff secures input from personnel directly affected by respective areas of consideration for Board adoption.

Role of Community (BDBC-2.404)

In drafting proposed policy, input from community members provides much useful data about practicality of proposed policies and proposed policies' effect on the local citizenry.

Role of Students (BDBD-2.405)

Responsible students should be included, since they are directly affected by many Board policies.

Reference: The Code of Alabama, Title 52, Sections 73 and 166.
Acts No. 1022 and No. 1023, approved 9/10/73.
Code of Alabama, 1975, Sections 16-8-10 and 16-11-18.

Policy Adoption
BDC-2.406

The adoption of policy is the responsibility of the Board of Education. For a policy to be adopted by the Board, it must receive a majority vote. A policy introduced and recommended to the Board for adoption shall not be adopted until a subsequent meeting. This procedure will provide Board members with time to study and carefully analyze the proposed policy and give the interested parties an opportunity to react.

Temporary approval may be granted by the Board in lieu of formal policy to meet emergency conditions or special events which will take place before formal action can be taken.

Policy Dissemination
BDD-2.407

The Board of Education shall direct the Superintendent of Schools to establish and maintain an orderly plan for disseminating Board policies and administrative rules and regulations.

Board policies and administrative rules and regulations should be made accessible to all employees of the School District directly affected by those policies. Board policies and administrative rules and regulations should also be made accessible to members of the Board, students, school trustees, and members of the communities served by schools. The latter can best be accommodated through display in individual school libraries.

Copy of policies and amendments thereto must be filed with the State Superintendent of Education.

Reference: The Code of Alabama, Title 52, Sections 73 and 166.
Acts. No. 1022 and No. 1023, approved 9/10/73.
Code of Alabama, 1975, Sections 16-9-10 and 16-11-18.

Bulletin and Memorandum Policy and Procedure

(not coded)

For communication to the various elementary and secondary schools of the school district, and relevant departments therein, the following procedures shall be used relative to data from the Superintendent's office:

A. Bulletins. Bulletins will be published throughout the year from the Superintendent on various subjects. The bulletins will be numbered in sequence from August through July of each year. All bulletins will go out over the signature of the Superintendent of Schools, even though said bulletins may be prepared by other members of the Administrative Staff. These bulletins should be kept for ready reference during the year.

B. Memorandums. Memorandums may be published by members of the Staff to the various schools and departments therein. These Memorandums will also be numbered in sequence from August to July of each year. All Memorandums will go out over the signature of the individual preparing said Memorandums with the approval of the Superintendent of Schools.

C. Memo. Please use the descriptor, "Memo," or a personal letter when communicating with individual persons in schools.

Policy Review
BDD-2.408

A jointly developed Board policy handbook is considered a vital ingredient of sound educational practice. Such a cooperatively derived handbook is perceived as fundamental to productive and harmonious Board-Staff relationships. The Board's written policies shall be revised regularly by joint effortof the Board and Superintendent. These policies shall be made accessible to all interested persons, and shall be used consistently by the Board as a basis for its actions.

Administration in Policy Absence
BDG-2.409

The Superintendent of Schools shall have the power to act in cases where the Board of Education has not provided policy statements in order to guide administrative action. His decisions in such cases, however, shall be subject to review by the Board of Education at its next meeting. It shall be the duty of the Superintendent of Schools to inform the Board promptly of such action and of the resulting need for policy.

Suspension of Policy
BDH-2.410

The Board of Education may suspend policy by a majority vote of the Board. However, policy recommended to the Board for suspension shall not be suspended until a subsequent meeting. This procedure will provide Board members with time to study the policy proposed for suspension and give interested parties an opportunity to react.

Temporary suspension may be granted by the Board in lieu of formal suspension.

Code of Ethics for School Board Members

BH-2.411

(Attention is directed to BDD-2.214 and Code of Alabama, Title 52, Sections 73, 112, and 114. Code of Alabama, 1975, Sections 16-8-10, 16-9-13 and 16-9-15.

Based on the content provided by the National School Boards Association, the following code of ethics for Board Members is presented.

As a member of my local Board of Education, representing all the citizens of my school district, I recognize

A. They my fellow citizens have entrusted me with the educational development of the children and youth of this community.

B. That the public expects my first and greatest concern to be in the best interest of each and every one of these young people without distinction as to whom they are or what their background may be.

C. That the future welfare of this community, of this State, and of the Nation depends in the largenst measure upon the quality of education we provide in the public schools to fit the needs of every learner.

D. That my fellow Board members and I must take the initiative in helping all the people of this community to have all the facts all the time about their schools, to the end that they will readily provide the finest possible school program, school staff, and school facilities.

E. That legally the authority of the Board is derived from the State which ultimately controls the organization and operation of the school district and which determines the degree of discretionary power left with the Board and the people of this community for the exercise of local autonomy.

F. That I must never neglect my personal obligation to the community and my legal obligation to the State, nor surrender these responsibilities to any other person, group, or organization; but that, beyond these, I have a moral and civic obligation to the Nation which can remain strong and free only so long as public schools in the United States of America are kept free and strong.

In view of the foregoing considerations, it shall be my constant endeavor

A. To devote time, thought, and study to the duties and responsibilities of a school board member so that I may render effective and creditable service.

B. To work with my fellow Board members in a spirit of harmony and cooperation in spite of differences of opinion that arise during vigorous debate of points at issue.

C. To base my personal decision upon all available facts in each situation; to vote my honest conviction in every case, unswayed by partisan bias of any kind; thereafter, to abide by and uphold the final majority decision of the Board.

D. To remember at all times that as an individual I have no legal authority outside the meeting of the Board, and to conduct my relationships with the school staff, the local citizenry, and all media of communication on the basis of this fact.

E. To resist every temptation and outside pressure to use my position as a school board member to benefit either myself or any other individual or agency apart from the total interest of the school district.

F. To recognize that it is as important for the Board to understand and evaluate the educational program of the schools as it is to plan for the business of school operation.

G. To bear in mind under all circumstances that the primary function of the Board is to establish the policies by which the schools are to be administered, but that the administration of the educational program and the conduct of school business should be left to the employed superintendent of schools and his professional staff.

H. To welcome and encourage active cooperation by citizens, organizations and the media of communication in the district with respect to establishing policy on current school operation and proposed future developments.

I. To support my State and National School Boards' Associations.

J. Finally, to strive step by step toward ideal conditions for most effective school board service to my community, in a spirit of teamwork and devotion to public education as the greatest instrument for the preservation and perpetuation of our representative democracy.

Reference: Adopted by Board of Directors, National School Boards Association, May 2, 1961.

School Board Member Conflict Of Interests

BHA-2.412

In addition to the statutory regulations relative to qualifications, the following policy shall govern this Board of Education's relationship with outside interests.

The Board of Education shall not purchase supplies, equipment, or personal services from any member of the Board, or from any employee of the Board, or from a firm or corporation in which a Board member has a significant interest.

Reference: Code of Alabama, TItle 52, Section 63 and Annotation.
Code of Alabama, 1975, Section 16-8-1
Reference: Code of Alabama, Title 52, Section 151.
Code of Alabama, 1975, Section 16-11-2

School Board Records
BE-2.413

Official minutes of the Board of Education shall be kept in bound volumes at the office of the Superintendent of Schools as shall all official records of the Board.

All official records of the Board shall be available to citizens for inspection at the above stipulated location.

Reference: BCBG-BCBH (2.314-2.315)

PART II

SELECTED READINGS ABSTRACTS
ON
SCHOOL BOARD OPERATIONS

B 2.0 SCHOOL BOARD OPERATION

REPORT NUMBER EJ043513

TITLE THE THREE KINDS OF INSURANCE YOUR BOARD NEEDS RIGHT NOW

PUB DATE OCT 71

ABSTRACT

DISCUSSES THE OPTIONS OPEN TO SCHOOL BOARDS IN 'RISK MANAGEMENT'--TO ASSUME, REDUCE, OR TRANSFER THE RISK. (JF)

DESCRIPTORS

BOARDS OF EDUCATION

INSURANCE COMPANIES

LEGAL RESPONSIBILITY

INDEMNITY BONDS

INSURANCE PROGRAMS

RISK

CITATION *AMERICAN SCHOOL BOARD JOURNAL*; 159; 4; 25-27

B 2.0 SCHOOL BOARD OPERATION also, CG 3.50

REPORT NUMBER ED060320

TITLE CHIHO-KYUKO-IINSKAI NO SYOSEIKINO NI KANSURU KENKYO (ON THE ADMINISTRATIVE FUNCTIONS OF LOCAL BOARDS OF EDUCATION).

SOURCE NATIONAL INST. FOR EDUCATIONAL RESEARCH, TOKYO (JAPAN)

NOTE 4 P.

PUB DATE MAR 69

ABSTRACT

THIS DOCUMENT IS AN ENGLISH-LANGUAGE ABSTRACT (APPROXIMATELY 1,500 WORDS) OF A RESEARCH REPORT ON THE ADMINISTRATIVE FUNCTIONS OF LOCAL BOARDS OF EDUCATION. THE REPORT DISCUSSES (1) THE ORGANIZATION OF LOCAL EDUCATION BOARDS; (2) PERSONNEL ADMINISTRATION OF TEACHERS; (3) INSERVICE TRAINING OF TEACHERS; (4) IMPROVING THE ADMINISTRATIVE FUNCTIONS OF LOCAL BOARDS; AND (5) THE ADEQUATE SIZE OF A SCHOOL DISTRICT. SOME 60% OF LOCAL BOARDS HAVE JURISDICTION OVER UNITS WITH FEWER THAN 15,000 PEOPLE, YET THEY ARE EQUAL IN RESPONSIBILITY AND AUTHORITY WITH THE LARGER CITY BOARDS. IT IS ONLY BOARDS WITH AUTHORITY OVER AREAS WITH MORE THAN 50,000 THAT SEEM TO BE ABLE TO HAVE A BALANCED DIVISION OF WORK FOR ITS STAFF MEMBERS; THE SMALL BOARDS SEEM ANXIOUS TO INCREASE THEIR STAFFS. BOARDS OF ALL SIZE REPORT THAT ADMINISTRATION CONCERNING RETIREMENT OF TEACHERS IS ONE OF THE MAJOR DIFFICULTIES BECAUSE THERE IS NO LAW SETTING THE AGE LIMIT, AND TEACHERS ARE EXPECTED TO RETIRE ON THE ADVICE OF THE CONTROLLING AUTHORITY. ALL BOARDS APPEAR TO WANT MORE MONEY, MORE STAFF, AND SUPPORT FROM THE NUMICIPAL GOVERNMENT. (AUTHOR/GDB)

DESCRIPTORS

ABSTRACTS
ADMINISTRATIVE PERSONNEL
BOARDS OF EDUCATION
EDUCATIONAL ADMINISTRATION
PERSONNEL POLICY
SCHOOL DISTRICTS
ADMINISTRATIVE ORGANIZATION
BOARD OF EDUCATION ROLE
DECENTRALIZATION
INSERVICE TEACHER EDUCATION
SCHOOL DISTRICT AUTONOMY
TEACHER RETIREMENT

IDENTIFIERS

JAPAN

AVAILABILITY: AVAILABLE IN CEAS ABSTRACT SERIES NO. 1-4 (ED 060 227)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

B 2.0 SCHOOL BOARD OPERATION

REPORT NUMBER EJ063289

TITLE ARE YOUR BOARD AND SUPERINTENDENT PROTECTED BY THE RIGHT INSURANCE--RIGHT NOW?

PUB DATE AUG 72

DESCRIPTORS

BOARDS OF EDUCATION
INSURANCE COMPANIES
LEGAL RESPONSIBILITY
SUPERINTENDENTS
COURT LITIGATION
INSURANCE PROGRAMS
SCHOOL LAW

IDENTIFIERS

TORT LIABILITY

CITATION AMERICAN SCHOOL BOARD JOURNAL; 160; 2; 28-29

B 2.0 SCHOOL BOARD OPERATION

REPORT NUMBER ED026723

TITLE A MODEL FOR SCHOOL BOARD OPERATION.

AUTHOR(S) HICKCOX, EDWARD S.; AND OTHERS

NOTE 19 P.; PAPER.

PUB DATE 1 SEPT 68

ABSTRACT

A SCHOOL BOARD MUST OPERATE IN SUCH A WAY THAT IT CAN COPE WITH THE INCREASINGLY LARGER SIZE, COMPLEX ORGANIZATION, AND SOPHISTICATED PROGRAMS OF SCHOOLS. THE RELATIONSHIPS AMONG THE COMMUNITY, BOARD, AND SCHOOL CAN BE VIEWED AS COMPONENT PARTS OF A SYSTEM. FORMAL AND INFORMAL LINES OF COMMUNICATION EXIST AMONG THESE PARTS--BETWEEN THE COMMUNITY AND THE BOARD IN THE FORM OF ELECTIONS, REPORTS, TAX LEVIES, AND THE LIKE; BETWEEN THE COMMUNITY AND THE SCHOOL THROUGH THE BOARD; AND BETWEEN THE BOARD AND THE SCHOOL THROUGH THE ADMINISTRATIVE STAFF. EACH PART HAS ITS FUNCTION IN THE ORGANIZATION. THE BOARD SETS OBJECTIVES FOR THE SYSTEM. THE BOARD AND ADMINISTRATIVE STAFF SETS BUDGETS, FORMULATE OPLICIES, AND MAKE RULES. ALL LEVELS ARE INVOLVED IN THE EVALUATION OF THE SCHOOL PROGRAMS. THE BOARD MUST DEVELOP TWO KINDS OF OBJECTIVES FOR THE SCHOOL SYSTEM--GENERAL (A PHILOSOPHY OF EDUCATION) AND OPERATIONAL (SPECIFICATION OF THE GENERAL OBJECTIVES). THE BOARD HAS THE RESPONSIBILITY FOR DECISIONS TO MEET THESE OBJECTIVES. IN THIS AREA THE BOARD'S ROLE INCLUDES POLICY MAKING, RULES, BUDGETS, MAINTAINING CONSISTENCY WITH ADMINISTRATIVE DECISIONS, AND EVALUATION OF PROGRAMS ON THE BASIS OF ADMINISTRATIVE REPORTS. (HW)

DESCRIPTORS

ADMINISTRATOR ROLE
BOARD OF EDUCATION POLICY
BOARDS OF EDUCATION
DECISION MAKING
MODELS
SCHOOL COMMUNITY RELATIONSHIP
BOARD ADMINISTRATOR RELATIONSHIP
BOARD OF EDUCATION ROLE
BUDGETS
EDUCATIONAL OBJECTIVES
PROGRAM EVALUATION
SCHOOL SYSTEMS

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

B 2.0 SCHOOL BOARD OPERATION

REPORT NUMBER ED100068

TITLE CONFLICT AND COHESION IN KENTUCKY SCHOOL BOARDS.

AUTHOR(S) BLANCHARD, PAUL D.

SOURCE KENTUCKY UNIV., LEXINGTON. BUREAU OF SCHOOL SERVICE.

NOTE 41 P.; BUREAU OF SCHOOL SERVICE BULLETIN, V46 N2 PP37-75 DEC 73

PUB DATE DEC 73

ABSTRACT

THIS STUDY ANALYZES DECISIONAL PRACTICES OF KENTUCKY SCHOOL BOARDS, CONCENTRATING ON THE BEHAVIOR OF THE BOARDS AS UNITS RATHER THAN ON THE BEHAVIOR OF INDIVIDUAL BOARD MEMBERS. THE ANALYSIS IS BASED ON DATA FROM QUESTIONNAIRES COMPLETED BY MEMBERS OF 57 KENTUCKY SCHOOL BOARDS, DATA DESCRIBING SCHOOL DISTRICT, SOCIAL AND ECONOMIC CHARACTERISTICS, AND SCHOOL BOARDS ELECTION DATA. THE STUDY REVEALS THAT INTERNAL GROUP VARIABLES (FOR INSTANCE, OPPOSITION TO THE SUPERINTENDENT AND DISAGREEMENT OVER THE PROPER ROLE OF THE FEDERAL GOVERNMENT) ARE THE MOST COMPELLING EXPLANATIONS OF SCHOOL BOARD CONFLICT. HOWEVER, EXTERNAL VARIABLES (ESPECIALLY THE SOCIAL STATUS OF DISTRICT RESIDENTS) HAVE A GOOD DEAL OF IMPORT, INDICATING THAT SCHOOL BOARD DECISIONS ARE NOT BASED ON INTERNAL FACTORS ALONE. IN SEVERAL WAYS, BOARD MEMBERS BEHAVE LIKE POLITICAL DECISIONMAKERS IN OTHER AREAS, PARTICULARLY LEGISLATORS AT THE STATE AND LOCAL LEVELS. (AUTHOR/JG)

DESCRITPORS

BOARD ADMINISTRATOR RELATIONSHIP
BOARDS OF EDUCATION
DECISION MAKING
ELEMENTARY SECONDARY EDUCATION
POLITICAL ATTITUDES
SCHOOL SUPERINTENDENTS
SOCAIL STATUS
BOARD OF EDUCATION ROLE
CONFLICT
ELECTIONS
GOVERNANCE
SCHOOL DISTRICTS
SCHOOL SURVEYS

IDENTIFIERS

KENTUCKY

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE

BA 2.10 PHILOSOPHY AND MISSION

REPORT NUMBER EJ056747

TITLE THE REALITIES OF DEVELOPING HUMANISTIC PUBLIC SCHOOLS

AUTHOR(S) BUDZIK, JEROME M.

PUB DATE APR 72

ABSTRACT

ARTICLE DEALS WITH THE CUSTODIAL APPROACH IN TODAY'S EDUCATIONAL INSTITUTIONS, ESPECIALLY HIGH SCHOOLS. (ML)

DESCRIPTORS

ADMINISTRATOR ATTITUDES
SCHOOL ADMINISTRATION
SCHOOL POLICY
STUDENT TEACHER RELATIONSHIP
DISCIPLINE
SCHOOL ORGANIZATION
STUDENT NEEDS
TEACHER ATTITUDES

IDENTIFIERS

CUSTODIAL APPROACH
HUMANISTIC APPROACH

CITATION EDUCATION DIGEST; 37; 8; 22-4

BA 2.10 PHILOSOPHY AND MISSION also, BBD 2.214 and D 4.0

REPORT NUMBER ED025342

TITLE THE INTERMEDIATE UNIT OF SCHOOL ADMINISTRATION FOR POLK COUNTY SCHOOLS.

SOURCE POLK COUNTY PUBLIC SCHOOLS, DES MOINES, IOWA.

NOTE 31 P.

PUB DATE SEP 67

ABSTRACT

THE INTERMEDIATE ADMINISTRATIVE UNIT OF POLK COUNTY, IOWA IS OUTLINED IN THIS DOCUMENT. ITEMS DISCUSSED INCLUDE BOARD OF EDUCATION PHILOSOPHY AND POLICY, PERSONNEL, EDUCATIONAL SERVICES, ADMINISTRATIVE ORGANIZATION, COUNTY BOARD OF EDUCATION AND SUPERINTENDENT RELATIONSHIPS, COUNTY BOARD AND LOCAL BOARD RELATIONSHIPS, BUDGETING, AND FISCAL MATTERS. A CHART DEPICTING STUDENT ENROLLMENTS BY GRADE LEVEL AND SCHOOL CONCLUDES THE DOCUMENT. (SW)

DESCRIPTORS

ADMINISTRATIVE ORGANIZATION
ADMINISTRATOR RESPONSIBILITY
BOARD OF EDUCATION POLICY
COUNTY SCHOOL SYSTMES
FINANCIAL POLICY
PERSONNEL
PERSONNEL POLICY
SCHOOL SERVICES
STUDENT ENROLLMENT
ADMINISTRATIVE PERSONNEL
BOARD ADMINISTRATOR RELATIONSHIP
BUDGETING
EDUCATIONAL PHILOSOPHY
INTERMEDIATE ADMINISTRATIVE UNITS
PERSONNEL NEEDS
RURAL AREAS
SMALL SCHOOLS
VERTICAL ORGANIZATION

IDENTIFIERS

IOWA
POLK COUNTY

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

BA 2.10 PHILOSOPHY AND MISSION

REPORT NUMBER EJ028779

TITLE FOR ADMINISTRATORS CAUGHT BETWEEN KIDS AND COMMUNITY

AUTHOR(S) LADD, EDWARD T.

PUB DATE NOV 70

ABSTRACT

APPROACHES SUGGESTED FOR SCHOOL SUPERINTENDENTS IN MEDIATING BETWEEN AN INTELLECUTAL PROFESSION AND A NON-INTELLECTUAL, SOMETIMES ANTI-INTELLECTUAL, COMMUNITY. (AUTHOR)

DESCRIPTORS

BOARDS OF EDUCATION
COMMUNITY INFLUENCE
HIGH SCHOOL STUDENTS
SCHOOL SUPERINTENDENTS
CIVIL LIBERTIES
COURT LITIGATION
LEGAL RESPONSIBILITY
STUDENT ALIENATION

CITATION SCHOOL MANAGEMENT; 14; 11; 18; 21

BAA 2.101 BASIC PREMISES

REPORT NUMBER EJ061761

TITLE A QUESTION OF RESPONSIBILITY

AUTHOR(S) OLIVER, THOMAS S.

PUB DATE JUL 72

ABSTRACT

PRESENTS TWO CONCEPTS FOR CHANGING AND EXPANDING THE PERSPECTIVE OF SCHOOL (ELEMENTARY SCHOOLS IN PARTICULAR): (I) THE SCHOOL AS GUARANTOR OF AN ENVIRONMENT THROUGH WHICH THE STUDENT IS TREATED AS AN INDIVIDUAL; AND(II) THE SCHOOL AS A GUARANTOR OF LEARNING BY THE STUDENT.(RJ)

DESCRIPTORS

EDUCATIONAL OBJECTIVES	PROGARM PLANNING
SCHOOL ADMINISTRATION	SCHOOL ENVIRONMENT
SCHOOL PERSONNEL	SCHOOL RESPONSIBILITY
SELF CONCEPT	SOCIAL STUDIES
STUDENT NEEDS	URBAN EDUCATION

CITATION URBAN EDUCATION; 7; 2; 167-179

BAB 2.102 GOALS AND OBJECTIVES

REPORT NUMBER EJ027699

TITLE ACCOUNTABILITY: PASSWORD FOR THE 70'S

AUTHOR(S) GAYFER, MARGARET

PUB DATE NOV 70

ABSTRACT

INFORMAL DISCUSSIONS AT CANADIAN EDUCATION ASSOCIATION CONVENTION FOCUSED ON PERSONAL RESPONSIBILITY FOR AND CONCERN ABOUT SETTING AND CARRYING OUT GOALS. (AUTHOR/MF)

DESCRIPTORS

ADMINISTRATOR RESPONSIBILITY
AMERICAN INDIANS
COLLECTIVE NEGOTIATION
COMMUNITY INVOLVEMENT
PUBLIC RELATIONS
SCHOOL SUPERINTENDENTS
TEACHER ADMINISTRATOR RELATIONSHIPS
TEACHER RESPONSIBILITY

CITATION SCHOOL PROGRESS; 39; 11; 44-46

BAB 2.102 GOALS AND OBJECTIVES

REPORT NUMBER EJ071259

TITLE IS CONFLICT INEVITABLE IN SETTING OBJECTIVES FOR POST-SECONDARY?

AUTHOR(S) SKOLNIK, MICHAEL

PUB DATE JUL/AUG 72

ABSTRACT

DISCUSSES THE DRAFT REPORT OF THE COMMISSION ON POST-SECONDARY EDUCATION IN ONTARIO. (PG)

DESCRIPTORS

BOARD OF EDUCATION ROLE
EDUCATIONAL NEEDS
EDUCATIONAL OBJECTIVES
GOVERNMENT ROLE
HIGHER EDUCATION
POLICY FORMATION

CITATION CANADIAN UNIVERSITY AND COLLEGE; 7; 4; 26-27

BAB 2.102 GOALS AND OBJECTIVES

REPORT NUMBER ED108335

TITLE WHAT MAKES AN EFFECTIVE SCHOOL BOARD MEMBER?

AUTHOR(S) PAGE, RUTH H.

SOURCE TRI-STATE AREA SCHOOL STUDY COUNCIL, PITTSBURGH, PA.

NOTE 13 P.

PUB DATE 75

ABSTRACT

THE MOST IMPORTANT RESPONSIBILITY OF EVERY SCHOOL BOARD IS TO SET GOALS FOR THE SCHOOL SYSTEM. A STUDY OF GOALS SHOULD BE CONDUCTED EVERY FEW YEARS; THE PROCESS IS CONTINUAL. IT IS IMPORTANT THAT THE COMMITTEE CHOSEN BY THE BOARD TO ASSIST IN SETTING GOALS BE TRULY REPRESENTATIVE OF THE TOTAL COMMUNITY. ALL AREAS OF THE CURRICULUM SHOULD BE SUBJECT TO THE SAME COMMITTEE STUDY USED TO ESTABLISH GOALS FOR THE SYSTEM. EVALUATION OF THE SCHOOLS IN TERMS OF THE SELECTED GOALS IS THE BOARD'S SECOND MOST IMPORTANT FUNCTION. EFFECTIVE BOARD POLICY AND ADMINISTRATIVE PRACTICE USE EVALUATION AS A TOOL FOR IMPROVING PERFORMANCE. A GOOD APPROACH COMBINE_ EVALUATION OF THE SUPERINTENDENT WITH THAT OF THE BOARD AND ITS POLICIES. IT IS THE DUTY OF THE BOARD TO FORMULATE POLICIES THAT ENABLE THE SUPERINTENDENT TO ADMINISTER THE SCHOOLS, AND BOTH THE BOARD AND THE SUPERINTENDENT MUST KNOW THE DIFFERENCE BETWEEN POLICY-MAKING AND ADMINISTARTION. POLICIES SHOULD BE FORMULATED WITH THE ADVICE AND ASSISTANCE OF THOSE AFFECTED BY THEM. SUCH CONSULTATION SHOULD BECOME AN UNDEVIATING PRACTICE FOR EVERY BOARD. THE CODES OF ETHICS PREPARED BY MANY STATE BOARD ASSOCIATIONS SHOULD BE STUDIED OR ADAPTED FOR THE DISTRICT'S OWN CODE; LOCAL CITIZENS SHOULD BE INVOLVED IN THIS STUDY AS WELL. (AUTHOR/JG)

DESCRIPTORS

BOARD ADMINISTRATOR RELATIONSHIP
BOARD OF EDUCATION POLICY
BOARD OF EDUCATION ROLE
BOARDS OF EDUCATION
CITIZEN PARTICIPATION
COMMUNITY INVOLVEMENT
CURRICULUM EVALUATION
EDUCATIONAL ASSESSMENT
EDUCATIONAL OBJECTIVES
ELEMENTARY SECONDARY EDUCATION
ETHICS
POLICY FORMATION

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BAB 2.102 GOALS AND OBJECTIVES

REPORT NUMBER ED084663

TITLE SCHOOL BOARD POLICIES ON INSTRUCTIONAL GOALS

SOURCE NATIONAL SCHOOL BOARDS ASSOCIATION, EVANSTON, ILL.

NOTE 31 P.

PUB DATE NOV 73

ABSTRACT

SCHOOL BOARDS, OFTEN PRODDED BY RECENTLY-ENACTED STATE ACCOUNTABILITY LAWS, HAVE BEEN INVOLVING THEMSELVES, THEIR STAFFS, THEIR PATRONS, AND THEIR STUDENTS IN A QUEST FOR CONSENSUS ABOUT EDUCATIONAL GOALS OF LOCAL SCHOOL SYSTEMS. A BOARD THAT DOES NOT GIVE PRIORITY TO THESE MATTERS RUNS THE RISK OF HAVING DIRECTIONS DETERMINED AT OTHER LEVELS. BOARDS WANTING TO MEET THEIR GOAL-SETTING RESPONSIBILITIES SHOULD CONSIDER THE FOLLOWING: 'GOALS' ARE GENERAL STATEMENTS OF WHAT OUGHT TO BE, RATHER THAN WHAT HAS TO BE; GOALS ARE , BY THEIR VERY NATURE, EXPRESSIONS OF POLICY; THE PROCESS OF IDENTIFYING AND REACHING CONSENSUS ON GOALS REQUIRES THE BROAD INVOLVEMENT OF STAFF MEMBERS, THE PUBLIC, AND STUDENTS; ATTAINABLE OBJECTIVES SHOULD BE SET CONSISTENT WITH THESE GOALS SO THAT SOMEMEASURE OF PROGRESS TOWARDS THOSE GOALS CAN BE ATTAINED. (AUTHOR/WM)

DESCRIPTORS

ADMINISTRATOR GUIDES
BOARDS OF EDUCATION
EDUCATIONAL NEEDS
EDUCATIONAL PHILOSOPHY
INSTRUCTIONAL IMPROVEMENT
POLICY FORMATION
BOARD OF EDUCATION POLICY
EDUCATIONAL ACCOUNTABILITY
EDUCATIONAL OBJECTIVES
INFORMATION DISSEMINATION
LEADERSHIP RESPONSIBILITY
PUBLIC SCHOOL SYSTEMS

AVAILABILITY: NATIONAL SCHOOL BOARDS ASSOCIATION, STATE NATIONAL BANK PLAZA, EVANSTON, ILLINOIS 60201 (KIT #73-55, 1-3 KITS $2.00, QUANTITY DISCOUNTS)

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BAB 2.102 GOALS AND OBJECTIVES

REPORT NUMBER ED108335

TITLE WHAT MAKES AN EFFECTIVE SCHOOL BOARD MEMBER?

AUTHOR(S) PAGE, RUTH H.

SOURCE TRI-STATE AREA SCHOOL STUDY COUNCIL, PITTSBURGH, PA.

NOTE 13 P.

PUB DATE 75

ABSTRACT

THE MOST IMPORTANT RESPONSIBILITY OF EVERY SCHOOL BOARD IS TO SET GOALS FOR THE SCHOOL SYSTEM. A STUDY OF GOALS SHOULD BE CONDUCTED EVERY FEW YEARS; THE PROCESS IS CONTINUAL. IT IS IMPORTANT THAT THE COMMITTEE CHOSEN BY THE BOARD TO ASSIST IN SETTING GOALS BE TRULY REPRESENTATIVE OF THE TOTAL COMMUNITY. ALL AREAS OF THE CURRICULUM SHOULD BE SUBJECT TO THE SAME COMMITTEE STUDY USED TO ESTABLISH GOALS FOR THE SYSTEM. EVALUATION OF THE SCHOOLS IN TERMS OF THE SELECTED GOALS IS THE BOARD'S SECOND MOST IMPORTANT FUNCTION. EFFECTIVE BOARD POLICY AND ADMINISTRATIVE PRACTICE USE EVALUATION AS A TOOL FOR IMPROVING PERFORMANCE. A GOOD APPROACH COMBINES EVALUATION OF THE SUPERINTENDENT WITH THAT OF THE BOARD AND ITS POLICIES. IT IS THE DUTY OF THE BOARD TO FORMULATE POLICIES THAT ENABLE THE SUPERINTENDENT TO ADMINISTER THE SCHOOLS, AND BOTH THE BOARD AND THE SUPERINTENDENT MUST KNOW THE DIFFERENCE BETWEEN POLICY-MAKING AND ADMINISTRATION. POLICIES SHOULD BE FORMULATED WITHTHE ADVICE AND ASSISTANCE OF THOSE AFFECTED BY THEM. SUCH CONSULTATION SHOULD BECOME AN UNDEVIATING PRACTICE FOR EVERY BOARD. THE CODES OF ETHICS PREPARED BY MANY STATE BOARD ASSOCIATIONS SHOULD BY STUDIED OR ADAPTED FOR THE DISTRICT'S OWN CODE; LOCAL CITIZENS SHOULD BE INVOLVED IN THIS STUDY AS WELL. (AUTHOR/JG)

DESCRIPTORS

BOARD ADMINISTRATOR RELATIONSHIP
BOARD OF EDUCATION ROLE
CITIZEN PARTICIPATION
CURRICULUM EVALUATION
EDUCATIONAL OBJECTIVES
ETHICS
BOARD OF EDUCATION POLICY
BOARDS OF EDUCATION
COMMUNITY INVOLVEMENT
EDUCATIONAL ASSESSMENT
ELEMENTARY SECONDARY EDUCATION
POLICY FORMATION

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BAC 2.103 RELATIONSHIP WITH LOCAL CITIZENRY also, KB 10.10

REPORT NUMBER	ED077102
TITLE	THE REVIVAL OF LOCAL CONTROL IN SUBURBIA.
AUTHOR(S)	STEINBERG, LOIS S.
NOTE	32 P.; PAPER PRESENTED AT AMERICAN EDUCATIONAL RESEARCH ASSOCIATION ANNUAL MEETING (58TH, NEW ORLEANS, LOUISIANA, FEBRUARY 25-MARCH 1, 1973)
PUB DATE	FEB 73

ABSTRACT

THIS PAPER, THE THIRD BASED ON A 4-YEAR SOCIOLOGICAL FIELD STUDY OF SCHOOL-COMMUNITY RELATIONS IN A FACTIONAL SUBURB, ANALYZES CONFLICT GENERATED BY THE DISCREPANCY BETWEEN THE PERCEIVED AND ACTUAL NORMS GOVERNING THE SCHOOL BOARD-COMMUNITY RELATIONSHIP. A 3-YEAR EFFORT TO DEVELOP BOARD RESPONSIVENESS FOLLOWED A 7-YEAR PERIOD OF PROFESSIONAL DOMINATION AND SUPPRESSION OF DISSENT. INCREASED PARTICIPATION HAD THE UNANTICIPATED CONSEQUENCE OF RAISING EXPECTATIONS FOR CITIZEN INFLUENCE IN DECISIONMAKING AND CREATING PUBLIC VISIBILITY OF THE DECLINE IN SCHOOL BOARD AUTHORITY. FINDINGS HAVE BEEN RELATED TO PREVIOUS RESEARCH AND THEORY ON CITIZEN PARTICIPATION AND CONFLICT RESOLUTION. (AUTHOR)

DESCRIPTORS

BOARDS OF EDUCATION
COMMUNITY INFLUENCE
CONFLICT RESOLUTION
DECISION MAKING
POWER STRUCTURE
SCHOOL BUDGET ELECTIONS
SOCIOECONOMIC INFLUENCES
CITIZEN PARTICIPATION
COMMUNITY PROBLEMS
CURRICULUM DEVELOPMENT
POLICY FORMATION
ROLE CONFLICT
SCHOOL COMMUNITY RELATIONSHIP
SPEECHES

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

BAD 2.104 BASIC STANDARDS FOR BOARD MEMBERS

REPORT NUMBER ED117808

TITLE STRIKE A PLANNING MANUAL FOR OHIO SCHOOL BOARDS.

SOURCE OHIO SCHOOL BOARDS ASSOCIATION, COLUMBUS.

NOTE 46 P.

PUB DATE 75

ABSTRACT

THIS MANUAL IS INTENDED TO AID SCHOOL BOARD MEMBERS IN DEVELOPING AN ORGANIZATIONAL STRUCTURE WITHIN THE SCHOOL DISTRICT MANAGEMENT TEAM THAT WILL FACILITATE EFFICIENT AND EFFECTIVE RESPONSE TO TEACHER STRIKES. IN ADDITION TO DISCUSSING THE DEVELOPMENT OF AN APPROPRIATE ORGANIZATIONAL STRUCTURE, THE MANUAL ALSO PROVIDES TACTICAL ADVICE, PRESENTS CHECKLISTS OF IMPORTANT PLANNING QUESTIONS, AND LISTS SOURCES OF ADDITIONAL ASSISTANCE FOR SCHOOL BOARD MEMBERS FACED WITH THE POSSIBILITY OF A TEACHER STRIKE. RATHER THAN PRESENTING A COMPLETE STRIKE PLAN, IT ATTEMPTS TO GUIDE BOARD MEMBERS AND ADMINISTRATORS IN FORMULATING THEIR OWN STRIKE PLAN APPROPRIATE TO THE PARTICULAR NEEDS OF THEIR DISTRICT. ALTHOUGH THE MANUAL WAS PREPARED SPECIFICALLY FOR SCHOOL BOARDS IN THE STATE OF OHIO, MOST OF ITS CONTENT WILL BE EQUALLY USEFUL TO BOARD MEMBERS IN OTHER STATES AS WELL. (JC)

DESCRIPTORS

ADMINISTRATOR ROLE
BOARDS OF EDUCATION
ELEMENTARY SECONDARY EDUCATION
INDUSTRIAL RELATIONS
STATE LEGISLATION
TEACHER STRIKES
BOARD OF EDUCATION ROLE
EDUCATIONAL PLANNING
GUIDELINES
LABOR PROBLEMS
TEACHER EMPLOYMENT

IDENTIFIERS

OHIO

AVAILABILITY: OHIO SCHOOL BOARDS ASSOCIATION, 700 BROOKSEDGE BLVD.,
WESTERVILLE, OHIO 43081 ($7.00, NONMEMBERS)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS

BAD 2.104 BASIC STANDARDS FOR BOARD MEMBERS

REPORT NUMBER ED100029

TITLE GOVERNING AMERICAN SCHOOLS POLITICAL INTERACTION IN LOCAL SCHOOL DISTRICTS.

AUTHOR(S) ZEIGLER, L. HARMON; AND OTHERS

NOTE 269 P.

ABSTRACT

DATA FOR THIS ANALYSIS OF SCHOOL DISTRICT GOVERNANCE WERE GATHERED IN LENGTHY INTERVIEWS WITH 490 SCHOOL BOARD MEMBERS AND 82 SCHOOL SUPERINTENDENTS FROM A SAMPLE OF 83 SCHOOL DISTRICTS. IN ADDITION, BRIEFER INTERVIEWS WERE CONDUCTED WITH 91 BOARD MEMBERS AND 12 SUPERINTENDENTS FROM DISTRICTS IN THE 13 LARGEST METROPOLITAN AREAS. THE STUDY REVEALED A STRONG POSITIVE CORRELATION BETWEEN THE LEVEL OF POLITICAL ACTIVITY IN A SCHOOL DISTRICT AND THE RESPONSIVENESS OF SCHOOL BOARD MEMBERS TO THEIR CONSTITUENTS. HOWEVER, BOTH RESPONSIVE AND UNRESPONSIVE BOARDS WERE GENERALLY DOMINATED BY THE SUPERINTENDENT OF THE DISTRICT. IN FACT, SUPERINTENDENTS TENDED TO BE MORE DOMINANT IN THOSE DISTRICTS WITH RELATIVELY RESPONSIVE SCHOOL BOARDS, SO THE UNRESPONSIVENESS OF MOST SCHOOL BOARDS IS OF LITTLE PRACTICAL CONSEQUENCE. THE AUTHORS CONCLUDE THAT AMERICAN SCHOOL BOARDS SHOULD ACTUALLY BEGIN TO GOVERN OR ELSE THEY SHOULD BE ABOLISHED ALTOGETHER. (JG)

DESCRIPTORS

ADMINISTRATIVE POLICY
BOARD ADMINISTRATOR RELATIONSHIP
BOARD OF EDUCATION ROLE
ELECTIONS
NATIONAL SURVEYS
POLITICAL POWER
SCHOOL DISTRICTS
ADMINISTRATOR ROLE
BOARD OF EDUCATION POLICY
BOARDS OF EDUCATION
GOVERNANCE
POLITICAL INFLUENCES
SCHOOL COMMUNITY RELATIONSHIP
SCHOOL SURVEYS

AVAILABILITY: DUXBURY PRESS, 6 BOUND BROOK COURT, NORTH SCITUATE,
MASSACHUSETTS 02060 ($12.95)

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BAD 2.104 BASIC STANDARDS FOR BOARD MEMBERS

REPORT NUMBER ED094484

TITLE ROLES OF THE PARTICIPANTS IN EDUCATIONAL ACCOUNTABILITY.

AUTHOR(S) WILSEY, CARL E.; SCHROEDER, GLENN B.

SOURCE COLORADO STATE DEPT. OF EDUCATION, DENVER. COOPERATIVE ACCOUNTABILITY PROJECT

NOTE 57 P.

PUB DATE 74

ABSTRACT

THIS PAPER ATTEMPTS TO HELP PROFESSIONALS AND LAYMEN WHO HAVE RESPONSIBILITY FOR, OR A VITAL INTEREST IN, IMPROVING THE ACCOUNTABILITY OF THE PUBLIC SCHOOLS TO BETTER UNDERSTAND THE PARTICIPANTS AND THEIR ROLES IN THE OPERATION OF ACCOUNTABILITY PROGRAMS. THE REPOST IS DESIGNED TO STIMULATE ANALYSIS AND DISCUSSION OF ROLES AS THEY APPLY TO PARTICULAR STATE AND LOCAL EDUCAITON AGENCY SITUATIONS. THE AUTHORS DESCRIBE IN SOME DETAIL ONE APPROACH TO IMPROVED ACCOUNTABILITY IN EDUCATION, THAT OF THE PLANNING-PROGRAMING-BUDGETING SYSTEM (PPBS). FOLLOWING THE DESCRIPTION OF A MODEL ACCOUNTABILITY PROGRAM, THE AUTHORS IDENTIFY THE ROLES THAT SEEM TO BE MOST APPROPRIATE, ATTEMPT TO HIGHLIGHT AREAS OF CONFLICT OR DISAGREEMENT, AND SUGGEST WAYS IN WHICH CONFLICTS COULD BE RESOLVED IN THE FUTURE. A SELECTED BIBLIOGRAPHY IS INCLUDED. (AUTHOR)

DESCRIPTORS
ADMINISTOR ROLE
BOARDS OF EDUCATION
BUDGETING
CITIZEN ROLE
EDUCATIONAL ACCOUNTABILITY
GOVERNMANT ROLE
PLANNING
PROGRAMING
STATE DEPARTMENTS OF EDUCATION
STUDENT ROLE
TEACHER ROLE

IDENTIFIERS
ELEMENTARY SECONDARY EDUCATION ACT ESEA TITLE V
PLANNING PROGRAMMING BUDGETING SY PPBS

AVAILABILITY: COOPERATIVE ACCOUNTABILITY PROJECT, COLORADO DEPARTMENT OF EDUCATION, 1362 LINCOLN STREET, DENVER, COLORADO 80203 (SINGLE COPY-COLORADO REQUESTERS) ALL OTHERS SEAR, WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION, 126 LANGDON STREET, MADISON, WISCONSIN 53702

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BAD 2.104 BASIC STANDARDS FOR BOARD MEMBERS

REPORT NUMBER ED079817

TITLE THE MANAGEMENT TEAM FROM A PRINCIPAL'S POINT OF VIEW.

AUTHOR(S) MENZ, GILBERT

NOTE 18 P.; SPEECH GIVEN BEFORE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS ANNUAL CONVENTION (57TH, DALLAS, TEXAS, FEBRUARY 2-7, 1973)

PUB DATE 5 FEB 73

ABSTRACT

IN THIS SPEECH, THE AUTHOR DISCUSSES THE CONCEPT OF THE MANAGEMENT TEAM, AND DESCRIBES HOW IT HAS BEEN APPLIED IN WARREN, OHIO, SCHOOLS. THE MANAGEMENT TEAM, ACCORDING TO THE AUTHOR, IS A WORKING RELATIONSHIP BETWEEN THE PRINCIPAL AND CENTRAL OFFICE ADMINISTRATORS (INCLUDING THE SUPERINTENDENT AND THE BOARD OF EDUCATION) TO PROVIDE SERVICE TO THE SCHOOL COMMUNITY. THIS TEAM, HE CONTENDS, SHOULD PROVIDE LEADERSHIP AND DIRECTION TO THE EDUCATIONAL PROCESS. THE AUTHOR IDENTIFIES THE TEAM MEMBER(S) RESPONSIBLE FOR MAKING PARTICULAR DECISIONS. (AUTHOR/JF)

DESCRIPTORS

ADMINISTRATOR ROLE
BOARDS OF EDUCATION
ORGANIZATIONAL DEVELOPMENT
SUPERINTENDENTS
TEAMWORK
BOARD OF EDUCATION ROLE
DECISION MAKING
PRINCIPALS
TEAM ADMINISTRATION

IDENTIFIERS

MANAGEMENT TEAMS

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

BAD 2.104 BASIC STANDARDS FOR BOARD MEMBERS

REPORT NUMBER ED078495

TITLE HOW CAN WE MAKE THE ADMINISTRATIVE TEAM CONCEPT COM ALIVE

AUTHOR(S) PACE, CAREY M., JR.

NOTE 6 P.; PAPER PRESENTED AT AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS ANNUAL CONVENTION (105TH, ATLANTIC CITY, NEW JERSEY, FEBRUARY 24-28, 1973)

PUB DATE 27 FEB 73

ABSTRACT

THE AUTHOR DISCUSSES THE IMPLICATIONS OF THE ADMINISTRATIVE TEAM CONCEPT IN THREE DIMENSIONS. THE FIRST DIMENSION IS THE LOCAL SCHOOL LEVEL, WHERE CONCERN OVER MIDDLE MANAGEMENT INVOLVEMENT IN EDUCATIONAL POLICY DECISIONS BECOMES MORE SIGNIFICANT AS EMPLOYEE GROUPS ORGANIZE TO NEGOTIATE SCHOOL POLICIES WITH THE BOARD OF EDUCATION. IN THE SECOND DIMENSION, THE VARIOUS STATE ADMINISTRATOR ASSOCIATIONS ARE SHOWN TO BE CONFRONTED BY THE DILEMMA OF IMPLEMENTING THE TEAM CONCEPT DESPITE POTENTIAL CONFLICTS OF INTEREST. THE THIRD DIMENSION CONCERNS THE NATIONAL ADMINISTRATIVE ASSOCIATION WHERE THE EMPHASES IS ON PROFESSIONALISM, ENTAILING LESS DANGER OF CONFLICT OF INTERESTS. (AUTHOR/WM)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
ADMINISTRATOR EDUCATION
BOARD ADMINISTRATOR RELATIONSHIP
CONFLICT RESOLUTION
PROFESSIONAL ASSOCIATIONS
STATE BOARDS OF EDUCATION
TEAM ADMINISTRATION
ADMINISTRATOR ATTITUDES
ADMINISTRATOR ROLE
BOARDS OF EDUCATION
INTERPROFESSIONAL RELATIONSHIP
SPEECHES
TEACHER ADMINISTRATOR RELATIONSHIP

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

BAD 2.104 BASIC STANDARDS FOR BOARD MEMBERS

REPORT NUMBER ED063637

TITLE THE SCHOOL BOARD'S RESPONSIBILITY FOR HUMAN RELATIONS PROGRAMS.

AUTHOR(S) MENNINGER, W. WALTER

NOTE 17 P.; PAPER PRESENTED AT NATIONAL SCHOOL BOARDS ASSOCIATION ANNUAL CONVENTION (32ND, SAN FRANCISCO, CALIFORNIA, APRIL 15-18, 1972)

PUB DATE 17 APR 72

ABSTRACT

'HUMAN RELATIONS,' IN ITS SPECIFIC FRAME OF REFERENCE, HAS COME TO MEAN MAJORITY-MINORITY RELATIONS. THIS PAPER DISCUSSES HUMAN RELATIONS IN BOTH ITS BORADER AS WELL AS IN ITS NARROWER FOCUS. IN HUMAN RELATIONS, THE PROBLEMS THAT DEVELOP ARE FAIRLY CONSISTENTLY A FUNCTION OF EMOTIONS, AND IN THE AREA OF EMOTIONAL ISSUES, THE SCHOOL BOARD MUST ASSUME A LEADERSHIP ROLE. UNFORTUNATELY, THE PROBLEMS OF PREJUDICE COMPLICATE THE TASK OF SCHOOL BOARDS AND ADMINISTRATORS IN DEVELOPING EFFECTIVE PROGRAMS TO DEAL WITH HUMAN RELATIONS. HOWEVER, IN DEALING WITH PREJUDICE, BOARDS SHOULD (1) ACKNOWLEDGE THE LIMITATIONS OF PEOPLE AND THE ROLE OF PREJUDICE; (2) ASSURE THE SYSTEM OF GOOD MANAGEMENT AND EFFECTIVE SUPERVISORY PRACTICES; (3) ACKNOWLEDGE THE POWER OF EXPECTATIONS, PARTICULARLY IN THE AREA OF HUMAN RELATIONS; AND (4) BECOME INVOLVED IN WHATEVER PROGRAMS ARE DEVELOPED. SPECIFIC EXAMPLES OF VARIOUS APPROACHES TO THE PROBLEM USED IN SEVERAL DIFFERENT HUMAN RELATIONS PROGRAMS ARE CITED, AND THE PAPER CLOSES BY PROVIDING SOME GUIDELINES FOR DEALING WITH THE 'GAP' OF UNDERSTANDING BETWEEN PEOPLE. (AUTHOR)

DESCRIPTORS

ADMINISTRATOR ROLE
HUMAN RELATIONS
PSYCHOLOGICAL CHARACTERISTICS
RACIAL ATTITUDES
SOCIAL BEHAVIOR
BOARDS OF EDUCATION
INTERGROUP EDUCATION
RACE RELATIONS
SCHOOL COMMUNITY RELATIONSHIP
SPEECHES

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

BAD 2.104 BASIC STANDARDS FOR BOARD MEMBERS

REPORT NUMBER ED026723

TITLE A MODEL FOR SCHOOL BOARD OPERATION.

AUTHOR(S) HICKCOX, EDWARD S.; AND OTHERS

NOTE 19 P.; PAPER.

PUB DATE 1 SEP 68

ABSTRACT

A SCHOOL BOARD MUST OPERATE IN SUCH A WAY THAT IT CAN COPE WITH THE INCREASINGLY LARGER SIZE, COMPLEX ORGANIZATION, AND SOPHISTICATED PROGRAMS OF SCHOOLS. THE RELATIONSHIPS AMONG THE COMMUNITY, BOARD, AND SCHOOL CAN BE VIEWED AS COMPONENT PARTS OF A SYSTEM. FORMAL AND INFORMAL LINES OF COMMUNICATION EXIST AMONG THESE PARTS--BETWEEN THE COMMUNITY AND THE BOARD IN THE FORM OF ELECTIONS, REPORTS, TAX LEVIES, AND THE LIKE; BETWEEN THE COMMUNITY AND THE SCHOOL THROUGH THE BOARD; AND BETWEEN THE BOARD AND THE SCHOOL THROUGH THE ADMINISTRATIVE STAFF. EACH PART HAS IS FUNCTION IN THE ORGANIZATION. THE BOARD SETS OBJECTIVES FOR THE SYSTEM. THE BOARD AND ADMINISTRATIVE STAFF SETS BUDGETS, FORMULATE POLICIES, AND MAKE RULES. ALL LEVELS ARE INVOLVED IN THE EVALUATION OF THE SCHOOL PROGRAMS. THE BOARD MUST DEVELOP TWO KINDS OF OBJECTIVES FOR THE SCHOOL SYSTEM--GENERAL (A PHILOSOPHY OF EDUCATION) AND OPERATIONAL (SPECIFICATION OF THE GENERAL OBJECTIVES THE BOARD HAS THE RESPONSIBILITY FOR DECISIONS TO MEET THESE OBJECTIVES. IN THIS AREA THE BOARD'S ROLE INCLUDES POLICY MAKING, RULES, BUDGETS, MAINTAINING CONSISTENCY WITH ADMINISTRATIVE DECISIONS, AND EVALUATION OF PROGRAMS ON THE BASIS OF ADMINISTRATIVE REPORTS. (HW)

DESCRIPTORS

- ADMINISTRATOR ROLE
- BOARD OF EDUCATION POLICY
- BOARDS OF EDUCATION
- DECISION MAKING
- MODELS
- SCHOOL COMMUNITY RELATIONSHIP
- BOARD ADMINISTRATOR RELATIONSHIP
- BOARD OF EDUCATION ROLE
- BUDGETS
- EDUCATIONAL OBJECTIVES
- PROGRAM EVALUATION
- SCHOOL SYSTEMS

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

BB 2.20 SCHOOL BOARD ORGANIZATION

REPORT NUMBER EJ020968

TITLE THE ARGUMENTS SCHOOL BOARDS CAN DEPEND ON TO DEFEND THEMSELVES IN COURT

AUTHOR(S) NOLTE, M. CHESTER

PUB DATE MAY 70

DESCRIPTORS

ACCIDENTS	BOARDS OF EDUCATION
COURT CASES	INJURIES
LEGAL PROBLEMS	LEGAL RESPONSIBILITY
SCHOOL DISTRICTS	

CITATION AMERICAN SCHOOL BOARD J; 157; 11; 25-26

BB 2.20 SCHOOL BOARD ORGANIZATION

REPORT NUMBER EJ015280

TITLE THE NEW LEGAL RISKS AND HOW BOARDS MUST TAKE THEM: THE NEW RULES OF BOARDMANSHIP

AUTHOR(S) NOLTE, M. CHESTER

PUB DATE 70 DEB

ABSTRACT

FIRST IN A SERIES OF SIX ARTICLES ON THE LEGAL RESPONSIBILITIES, LIABILITIES, AND LIMITATIONS OF SCHOOL BOARDS. THE ARTICLE ALSO DISCUSSES THE TORT IMMUNITY DOCTRINE FOR SCHOOL DISTRICTS. (MF)

DESCRIPTORS

BOARD OF EDUCATION	COURTS
INSURANCE PROGRAMS	LEGAL PROBLEMS
LEGAL RESPONSIBILITY	LEGISLATION
SCHOOL DISTRICTS	STATE LEGISLATION

CITATION AMERICAN SCHOOL BOARD J; 157; 8; 19-21

BB 2.20 SCHOOL BOARD ORGANIZATION

REPORT NUMBER EJ016699

TITLE WHY THE LAW STILL PROTECTS INDIVIDUAL SCHOOL BOARD MEMBERS

AUTHOR(S) NOLTE, M. CHESTER

PUB DATE 70 MAR

ABSTRACT

IT IS A CLEAR AND WELL ESTABLISHED LEGAL PRINCIPLE IN MOST STATES THAT SCHOOL BOARD ACTIONS ARE ACTS OF THE DISTRICT AND IT IS THE DISTRICT, NOT THE INDIVIDUAL BOARD MEMBERS, WHICH MAY BE HELD LIABLE, SO LONG AS THE INDIVIDUAL MEMBERS ACTED IN GOOD FAITH AND WITHIN THE SCOPE OF THEIR POWERS AS BOARDSMEN. (DE)

DESCRIPTORS

BOARD OF EDUCATION ROLE
COURT LITIGATION
LEGAL RESPONSIBILITY
BOARDS OF EDUCATION
LEGAL PROBLEMS

CITATION AMERICAN SCHOOL BOARD J; 157; 9; 12, 14

BB 2.20 SCHOOL BOARD ORGANIZATION

REPORT NUMBER EJ022287

TITLE IT KEEPS GETTING RISKIER BY THE YEAR TO BE A BOARDMAN. THE RISKS OF BOARDMANSHIP--VI

AUTHOR(S) NOLTE, M. CHESTER

PUB DATE JUL 70

ABSTRACT

ALTHOUGH SCHOOL BOARD MEMBERS TRADITIONALLY HAVE BEEN IMMUNE FROM CIVIL SUITS, RECENT LITIGATIONS IN SOME STATES HAVE HELD SCHOOL BOARD MEMBERS PERSONALLY LIABLE FOR CERTAIN TORTS, THUS MAKING LIABILITY INSURANCE FOR SCHOOL BOARDS A GOOD BUSINESS PRACTICE. (LLR)

DESCRIPTORS

BOARDS OF EDUCATION
INSURANCE PROGRAMS
SCHOOL LAW
COURT LITIGATION
LEGAL RESPONSIBILITY

CITATION AMERICAN SCHOOL BOARD J; 158; 1; 12-13

BB 2.20 SCHOOL BOARD ORGANIZATION

REPORT NUMBER EJ037365

TITLE A COURT DECISION PROTECTS BOARD MEMBERS

AUTHOR(S) COOK, THOMAS P.

PUB DATE MAY 71

ABSTRACT

THE CHARGE OF MALICE CANNOT BE BROUGHT AGAINST SCHOOL BOARD MEMBERS PERFORMANCE THEIR DUTIES. (AUTHOR)

DESCRIPTORS

BOARD OF EDUCATION
COURT LITIGATION
PRINCIPALS
CONTRACT SALARIES
LEGAL RESPONSIBILITY

IDENTIFIERS

EMPLOYMENT CONTRACT TERMINATION
EMPLOYMENT CONTRACTS

CITATION SCHOOL MANAGEMENT; 15; 5; 26-27, 29

BB 2.20 SCHOOL BOARD ORGANIZATION also, BD 2.40

REPORT NUMBER	ED105623
TITLE	THE PROCESS OF DEVELOPING WRITTEN SCHOOL BOARD POLICIES.
AUTHOR(S)	DICKINSON, WILLIAM E.
NOTE	20 P.; PAPER PRESENTED AT THE ANNUAL CONVENTION OF THE NATIONAL SCHOOL BOARDS ASSOCIATION (35TH, MIAMI BEACH, FLORIDA, APRIL 19-22, 1975)
PUB DATE	20 APR 75

ABSTRACT

THE AMERICAN SCHOOL BOARD IS ON TRIAL. THE MOST COMMON ACCUSATIONS ARE THAT SCHOOL BOARDS ARE IRRELEVANT, UNRESPONSIVE, PROVINCIAL, AND THEREFORE OBSOLETE. SCHOOL BOARDS WILL NOT MEET THIS CHALLENGE IF THEY CONTINUE TO TOLERATE CERTAIN COMMON OBSTACLES TO EFFECTIVE POLICY-MAKING. NEW HORIZONS CAN BE REACHED IF BOARDS AND THEIR ADMINISTRATORS CAN MASTER AND IMPLEMENT THE ARTS AND SKILLS OF RESPONSIBLE AND RESPONSIVE POLICY-MAKING. UP-TO-DATE AND RESPONSIVE WRITTEN POLICIES PROVIDE TANGIBLE EVIDENCE THAT SCHOOL BOARDS CAN INDEED GOVERN. WRITTEN POLICIES ARE THE CHIEF MEANS BY WHICH THE SCHOOL BOARD GOVERNS THE SCHOOLS; ADMINISTRATIVE RULES ARE ONE OF THE MEANS BY WHICH THE SUPERINTENDENT IMPLEMENTS THE BOARDS POLICIES. A PROJECT TO CODIFY AND UPDATE SCHOOL BOARD POLICIES IS MUCH LIKE CLEANING THE ATTIC. ONCE THE ATTIC IS CLEAN, THE BOARD AND ADMINISTRATOR CAN FINALLY SEE WHAT IS THERE. HOWEVER, CODIFYING POLICIES IS A TIME-CONSUMING SERVICE THAT SHOULD NOT BE PERFORMED BY THE BOARD ITSELF. THE BOARD SHOULD OPERATE AT THE DECISION-MAKING LEVEL, NOT AT THE SERVICE LEVEL OF POLICY MANUAL PREPARATION. (AUTHOR/JG)

DESCRIPTORS

ADMINISTRATOR ROLE
BOARD OF EDUCATION POLICY
BOARDS OF EDUCATION
DECISION MAKING
EDUCATIONAL POLICY
GOVERNANCE
BOARD ADMINISTRATOR RELATIONSHIP
BOARD OF EDUCATION ROLE
CODIFICATION
DECISION MAKING SKILLS
ELEMENTARY SECONDARY EDUCATION
POLICY FORMATION

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

BB 2.20 SCHOOL BOARD ORGANIZATION

REPORT NUMBER ED100022

TITLE SCHOOL BOARDS: THEIR POLICY-MAKING RELEVANCE.

AUTHOR(S) WILES, DAVID K.; CONLEY, HOUSTON

NOTE 24 P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE NATIONAL SCHOOL BOARDS ASSOCIATION (34TH, HOUSTON, TEXAS, APRIL 1974)

PUB DATE APR 74

ABSTRACT

THIS PAPER CONTAINS TWO SECTIONS, EACH WITH A DIFFERNENT AUTHOR, THAT ADDRESS THE NEED TO INCREASE THE EFFECTIVE ROLE OF SCHOOL BOARDS IN PUBLIC SCHOOL GOVERNANCE. SECTION 1, BY DAVID K. WILES, ARGUES THAT MOST SCHOOL BOARDS ARE BECOMING INCREASINGLY IRRELEVANT IN EDUCATIONAL POLICYMAKING AND OFFERS A RADICAL ALTERNATIVE TO THE PRESENT ARRANGEMENT THAT WOULD COUNTERACT THIS TREND. SECTION @, BY HOUSTON CONLEY, SUGGESTS A TRAINING PROGRAM FOR SCHOOL BOARD MEMBERS THAT WOULD IMPROVE THEIR POLITICAL AND ADMINISTRATIVE SKILLS AND ENABLE THEM TO MEET THE DEMANDS OF MODERN EDUCATION AND RESPOND BETTER TO THE NEEDS OF THEIR CONSTITUENTS. (JG)

DESCRIPTORS

BOARD ADMINISTRATOR RELATIONSHIP
BOARD OF EDUCATION ROLE
EDUCATIONAL PLANNING
GOVERNANCE
LEADERSHIP TRAINING
POLICY FORMATION
SCHOOL DISTRICTS
BOARD OF EDUCATION POLICY
BOARDS OF EDUCATION
EDUCATIONAL POLICY
INSERVICE PROGRAMS
MANAGEMENT EDUCATION
SCHOOL COMMUNITY RELATIONSHIP

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

BB 2.20 SCHOOL BOARD ORGANIZATION

REPORT NUMBER	ED100064
TITLE	PLANNING HANDBOOK: A PRACTICAL GUIDE TO LONG-RANGE ORGANIZATIONAL PLANNING FOR SCHOOL BOARDS AND ADMINISTRATORS.
SOURCE	NEW YORK STATE COUNCIL OF SCHOOL DISTRICT ADMINISTRATORS, INC., ALBANY.; NEW YORK STATE SCHOOL BOARDS ASSOCIATION, ALBANY
NOTE	24 P.
PUB DATE	73

ABSTRACT

THIS HANDBOOK IS INTENDED TO HELP SCHOOL BOARD MEMBERS PROMOTE AND GUIDE THE PLANNING PROCESS IN EDUCATION. THE GUIDE IS DIRECTED TOWARD LONG-RANGE, COMPREHENSIVE PLANNING THAT INVOLVES SETTING GOALS, CONSIDERING ALTERNATIVES, SETTING OBJECTIVES AND STRATEGIES FOR ACCOMPLISHING THE GOALS, IDENTIFYING AND ACQUIRING NEEDED RESOURCES, AND EVALUATING THE SYSTEM TO DETERMINE THE EXTENT TO WHICH GOALS ARE ACCOMPLISHED. TOPICS CONSIDERED IN THE DOCUMENT INCLUDE THE SCOPE OF THE PLANNING PROCESS, WHO SHOULD BE INVOLVED IN PLANNING, THE ORGANIZATION REQUIRED FOR PLANNING, THE PLANNING PROSESS, EVALUATION AND ACCOUNTABILITY, RECORDKEEPING, COMMUNICATION, AND ERRORS PLANNERS SHOULD AVOID. THE APPENDIX SUGGESTS WAYS TO OUTFIT A PLANNING ROOM TO FACILITATE GOOD PLANNING. (AUTHOR/DN)

DESCRIPTORS

ADMINISTRATOR GUIDES
COMMUNICATION (THOUGHT TRANSFER)
EDUCATIONAL ACCOUNTABILITY
EDUCATIONAL PLANNING
ELEMENTARY SECONDARY EDUCATION
POLICY FORMATION
PROGRAM EVALUATION
BOARD OF EDUCATION POLICY
COMMUNITY INVOLVEMENT
EDUCATIONAL OBJECTIVES
EDUCATIONAL POLICY
MASTER PLANS
PROGRAM DEVELOPMENT
PROGRAM PLANNING

AVAILABILITY: NEW YORK STATE SCHOOL BOARDS ASSOCIATION, INC., 111
WASHINGTON AVENUE, ALBANY, NEW YORK 12210 ($2.00)

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

BB 2.20 SCHOOL BOARD ORGANIZATION

REPORT NUMBER ED024136

TITLE A BIBLIOGRAPHY OF EMPIRICAL STUDIES OF SCHOOL BOARDS, 1952-1968.

AUTHOR(S) CHARTERS, W. W., JR.

SOURCE OREGON UNIV., EUGENE. CENTER FOR ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION.

NOTE 24 P.

PUB DATE SEP 68

ABSTRACT

THIS BIBLIOGRAPHY LISTS 223 JOURNAL ARTICLES, UNPUBLISHED MASTER'S AND DOCTORAL DISSERTATIONS, BULLETINS, BOOKS, AND MONOGRAPHS ON THE BEHAVIOR, ATTRIBUTES, ATTITUDES, OR INTERACTION OF SCHOOL BOARD MEMBERS. INCLUDED ARE REPORTS OF INVESTIGATIONS THAT OFFER BASES FOR GENERALIZABLE PROPOSITIONS REGARDING THE LOCAL SCHOOL BOARD'S PART IN DISTRICT POLICY FORMATION. A RELATED DOCUMENT IS EA 001 757. (JK)

DESCRIPTORS

- BIBLIOGRAPHIES
- BOARD ADMINISTRATOR RELATIONSHIP
- BOARD OF EDUCATION ROLE
- BOARDS OF EDUCATION
- CONFLICT RESOLUTION
- DECISION MAKING
- SCHOOL COMMUNITY RELATIONSHIP
- SCHOOL SUPERINTENDENTS
- SOCIAL ATTITUDES
- SOCIAL CHARACTERISTICS
- SOCIOECONOMIC STATUS
- SUPERINTENDENT ROLE
- TEACHER ADMINISTRATOR RELATIONSHIP
- TEACHER ROLE

AVAILABILITY: PUBLICATIONS DEP., CENTER FOR THE ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION, HENDRICKS HALL, UNIV. OF OREGON, EUGENE, OREGON 97403 ($0.25).

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

BB 2.20 SCHOOL BOARD ORGANIZATION

REPORT NUMBER	ED066823
TITLE	A STUDY OF BOARDS OF EDUCATION IN TEXAS--THE MAKEUP OF BOARDS AND THE PERCEPTIONS OF BOARD MEMBERS, STUDIES IN EDUCATION XI.
AUTHOR(S)	SPLAWN, ROBERT E.
SOURCE	WEST TEXAS STATE UNIV., CANYON.
NOTE	83 P.
PUB DATE	MAY 72

ABSTRACT

THIS STUDY IS BASED ON THE RESULTS OF A BACKGROUND QUESTIONNAIRE AND A PERCEPTION INVENTORY ADMINISTERED TO A STRATIFIED RANDOM SAMPLE OF TEXAS BOARDS OF EDUCATION MEMBERS IN INDEPENDENT SCHOOL DISTRICTS HAVING GRADES K-12. THE STUDY ATTEMPTED TO DETERMINE (1) THE STATUS OF TEXAS SCHOOL BOARDS, (2) THE ROLE OF THE BOARD AND THE ROLES OF THE SUPERINTENDENT AND THE HIGH SCHOOL PRINCIPAL, AND (3) TO WHAT EXTENT TEXAS BOARD MEMBERS' ROLE PERCEPTIONS AGREE WITH THE VARIOUS ROLES AS PORTRAYED IN EDUCATIONAL LITERATURE. THE STUDY ALSO ATTEMPTED TO DETERMINE THE EFFECT THE FOLLOWING FACTORS HAVE UPON BOARD MEMBERS' PERCEPTIONS OF THE VARIOUS ROLES: SIZE AND TYPE OF SCHOOL DISTRICT SERVED, AGE, SEX, RACE, INCOME, NUMBER OF YEARS SERVED ON A BOARD, EDUCATION, AND HAVING OR NOT HAVING CHILDREN IN SCHOOL. THEN HYPOTHESES RELATING TO THESE PERCEPTIONS WERE TESTED. FINDINGS INDICATE THAT THERE WAS NO STATISTICALLY SIGNIFICANT DEPENDENCY AMONG SIZE AND TYPE OF SCHOOL DISTRICT SERVED, THE NUMBER OF YEARS SERVED ON THE BOARD, HAVING OR NOT HAVING CHILDREN IN SCHOOL, AND THE OCCUPATION OF A BOARD MEMBER ON HIS PERCEPTIONS OF THE ROLE OF THE BOARD AND THAT OF THE HIGH SCHOOL PRINCIPAL. THE FINDINGS ALSO INDICATE THAT THERE IS A SIGNIFICANT DEPENDENCY BETWEEN THE EDUCATIONAL LEVEL OF A SCHOOL BOARD MEMBER AND THE WAY HE PERCEIVES THE ROLE OF THE BOARD AND THOSE OF THE SUPERINTENDENT AND THE HIGH SCHOOL PRINCIPAL. (AUTHOR)

DESCRIPTORS

ADMINISTRATOR RESPONSIBILITY
BOARD OF EDUCATION ROLE
EDUCATIONAL RESEARCH
ROLE PERCEPTION
SCHOOL SURVEYS
SUPERINTENDENT ROLE
ADMINISTRATOR ROLE
BOARDS OF EDUCATION
PRINCIPALS
SCHOOL SUPERINTENDENTS
STATISTICAL STUDIES

AVAILABILITY: STUDIES IN EDUCATION, BOX 34, WEST TEXAS STATE UNIVERSITY STATION, CANYON, TEXAS 79015 (FREE)

EDRS PRICE MF-$0.75 HC-$4.20 PLUS POSTAGE

BB 2.20 SCHOOL BOARD ORGANIZATION

REPORT NUMBER ED021331

TITLE WHAT IS THE FUTURE OF LOCAL BOARDS OF EDUCATION?

AUTHOR(S) PAGE, RUTH H.

NOTE 13 P.; PAPER PRESENTED TO ANNUAL MEETING OF THE AMERICAN ASSN. OF SCHOOL ADMINISTRATORS (ATLANTIC CITY, N. J., FEB. 17-21, 1968).

PUB DATE 19 FEB 68

ABSTRACT

LOCAL SCHOOL CONTROL WILL ENDURE ONLY IF SCHOOL BOARDS CAN MEET THE NEEDS OF THE FUTURE. SEVEN FACTORS TEND TO WEAKEN THIS CONTROL: (1) INEFFECTIVE BOARD MEMBERS, (2) INEFFECTIVE SUPERINTENDENTS, (3) TEACHER MILITANCY, (4) PUBLIC RELUCTANCE TO SUPPORT THE SCHOOL SYSTEMS, (5) FAILURE TO MEET THE NEEDS OF DISADVANTAGED YOUTH, (6) FEDERAL GOVERNMENT POLICY, AND (7) PUBLIC APATHY. IF THESE FACTORS CAN BE ADAPTED TO THE CHANGING CONDITIONS, LOCAL CONTROL WILL SURVIVE. THE FUTURE ROLE OF THE LOCAL BOARD WILL DEPEND ON HOW WELL EACH MEMBER UNDERSTANDS AND PERFORMS HIS POLICY MAKING ROLE AND ON THE AMOUNT AND KIND OF SUPPORT LOCAL SITIZENS GIVE TO THEIR BOARDS AND TO THOSE POLITICAL BODIES WHOSE POLICIES--LARGELY FINANCIAL--INFLUENCE AND EFFECTIVELY USE TEACHER COMPETENCIES WITHOUT INTERFERING WITH THE PUBLIC. (HW)

DESCRIPTORS

BOARD OF EDUCATION ROLE
CITIZEN PARTICIPATION
POLICY FORMATION
STATE SCHOOL DISTRICT RELATIONSHIP
TEACHER ROLE
BOARDS OF EDUCATION
FINANCIAL SUPPORT
SCHOOL DISTRICT AUTONOMY
SUPERINTENDENT ROLE

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

BB 2.20 SCHOOL BOARD ORGANIZATION

REPORT NUBMER ED054542

TITLE 'COOPERATIVE RESEARCH: THE CURSE OR THE CURE?'

AUTHOR(S) BATES, R. C.

NOTE 11 P.; SPEECH GIVEN AT CENTRAL SCHOOL BOARDS COMMITTEE FOR EDUCATIONAL RESEARCH ANNUAL SUMMER WORK CONFERENCE. (20TH, SYRACUSE, NEW YORK, JULY 29-31, 1971)

PUB DATE JUL 71

ABSTRACT

THIS ADDRESS REVIEWS THE CURRENT STATUS OF THE CENTRAL SCHOOL BOARDS COMMITTEE FOR EDUCATIONAL RESEARCH (CSS) AS SEEN BY ADMINISTRATORS AND BOARD MEMBERS OF CENTRAL SCHOOL DISTRICTS. TWO AREAS OF CONCERN INVOLVE (1) A BREAKDOWN OF COMMUNICATIONS BETWEEN THIS ORGANIZATION AND SCHOOL DISTRICTS BECAUSE OF THE SUBSTANTIAL PERSONNEL TURNOVER IN THE DISTRICTS, AND (2) SOME ISSUES THAT CONFRONT ADMINSTRATORS AND BOARD MEMBERS SUCH AS THE NEED FOR UPDATING INSTRUCTION, A PREOCCUPATION WITH PROFESSIOANL NEGOTIATIONS, A NEED TO CLARIFY AND STRENGTHEN BOARD-ADMINISTRATOR RELATIONSHIPS, AND THE CONTINUING PROBLEM OF SCHOOL FINANCE. DISTRICT SUPPORT OF THE STATEWIDE COMMITTEE AND UTILIZATION OF ITS MAJOR RESEARCH PROJECTS ARE SUGGESTED AS TWO POSSIBLE SOLUTIONS TO THESE PROBLEMS. (AUTHOR/MLF)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
BOARDS OF EDUCATION
COMMUNICATION PROBLEMS
EDUCATIONAL INNOVATION
INSTRUCTIONAL IMPROVEMENT
PUBLIC EDUCATION
BOARD ADMINISTRATOR RELATIONSHIP
COLLECTIVE NEGOTIATION
EDUCATIONAL FINANCE
EDUCATIONAL RESEARCH
POLICY FORMATION
SPEECHES

IDENTIFIERS

COOPERATIVE RESEARCH
NEW YORK STATE

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

BBA 2.201 ELECTION OF BOARD OFFICERS

REPORT NUMBER ED117786

TITLE THE CONCEPT OF CONTROL RELATED TO DECISIONS UNDER APPOINTED AND ELECTED SCHOOL BOARDS.

AUTHOR(S) MICHEL, GEORGE J.

NOTE 15 P.

PUB DATE 75

ABSTRACT

THIS STUDY EXAMINED A SCHOOL DISTRICT BEFORE AND AFTER ITS SCHOOL BOARD CHANGED FROM APPOINTED STATUS TO ELECTED STATUS TO DETERMINE IF THERE WERE SIGNIFICANT DIFFERENCES IN THE BOARD'S HANDLING OF CONSITITUENT DEMANDS. SCHOOL BOARD MINUTES WERE EXAMINED AND DEMANDS WERE ANALYZED FOR A SIX-MONTH PERIOD UNDER THE APPOINTED SCHOOL BOARD, THEN COMPARED TO DEMANDS FOR SIX MONTHS UNDER THE ELECTED SCHOOL BOARD. RESULTS OF THE ANALYSIS SHOWED SIGNIFICANT DIFFERENCES IN THE CONTROL FUNCTIONS OF THE APPOINTED AND ELECTED SCHOOL BOARDS IN 6 OF 15 DEMAND AREAS. OF THESE, THE ELECTED SCHOOL BOARD WAS MORE RESPONSIVE IN THE THREE AREAS OF NEW TEACHING METHODS, STUDENT BEHAVIOR, AND COMMUNITY SERVICES. THERE WERE DISTRINCT DIFFERENCES IN THE CONTROL FUNCTIONS PERFORMED BY THE APPOINTED AND ELECTED BOARDS. HOWEVER, ONLY DEMANDS FOR NEW TEACHING METHODS WERE BOTH QUANTITATIVELY AND QUALITATIVELY DIFFERENT UNDER THE ELECTED BOARD. THERE WAS STRONG EVIDENCE THAT THE SCHOOL BOARD DOES EXERT POLITICAL CONTROL IN PROCESSING ITS DECISIONS. THIS SEEMS TO DISAGREE WITH SOME EARLIER STUDIES, BUT THE EARLIER STUDIES CONCENTRATED ONLY ON MONEY DEMANDS. BY PROADENING THE SPECTRUM OF DEMANDS ANALYZED, THE PRESENT STUDY FOUND SIGNIFICANT DIFFERENCES IN POLITICAL CONTROL FUNCTIONS THAT EARLIER STUDIES HAD MISSED.

DESCRIPTORS

BOARD OF EDUCATION POLICY
COMMUNITY CONTROL
EDUCATIONAL POLICY
GOVERNANCE
POLITICAL INCLUENCES
SCHOOL COMMUNITY RELATIONSHIP
BOARDS OF EDUCATION
DECISION MAKING
ELEMENTARY SECONDARY EDUCATION
POLICY FORMATION
POLITICS

EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE

BBABA 2.203 DUTIES OF THE PRESIDENT

REPORT NUMBER ED074616

TITLE THE SCHOOL BOARD PRESIDENT. GUIDELINES FOR BETTER BOARD MEETINGS.

SOURCE PENNSYLVANIA SCHOOL BOARDS ASSOCIATION, INC., HARRISBURG.

NOTE 23 P.

PUB DATE DEC 72

ABSTRACT

THIS REPORT CONTAINS ARTICLES THAT PROVIDE GUIDELINES FOR RUNNING BOARD OF EDUCATION MEETINGS AND DISCUSSES THE ROLES OF SUPERINTENDENTS AND BOARDS IN DECISION MAKING. THE ARTICLES DISCUSS (1) THE PUBLIC RELATIONS VALUE OF WELL-RUN BOARD MEETINGS, (2) THE IMPORTANCE OF FOLLOWING GOOD PARLIAMENTARY PROCEDURE, AND (3) THE PREPARATION AND DISSEMINATION OF BOARD MEETING AGENDAS. THE RESPONSIBILITIES OF SUPERINTENDENTS AND BOARDS ARE ALSO DISCUSSED. (JF)

DESCRIPTORS

BOARD ADMINISTRATOR RELATIONSHIP
BOARD OF EDUCATION ROLE
COMMUNITY INVOLVEMENT
GUIDELINES
PUBLIC RELATIONS
SUPERINTENDENTS
BOARD OF EDUCATION POLICY
BOARDS OF EDUCATION
DECISION MAKING
POLICY FORMATION
SUPERINTENDENT ROLE

IDENTIFIERS

BOARD OF EDUCATION MEETINGS

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

BBBA 2.209 DUTIES OF BOARD MEMBERS

REPORT NUMBER EJ130982

TITLE THE GREAT GREAT NECK WAR

AUTHOR(S) FIRESTER, JOAN; KAZLOW, CAROLE

PUB DATE FEB 76

ABSTRACT

THE KEY TO UNDERSTANDING THE GREAT NECK CASE APPEARS TO LIE IN WHAT IT IS THAT BOARD MEMBERS, THE COMMUNITY, AND SCHOOL ADMINISTRATORS PERCEIVE TO BE THE LEGITIMATE ROLE OF BOARD INCUMBENTS AND THE SUPERINTENDENT. (AUTHOR)

DESCRIPTORS

SUPERINTENDENTS
BOARD OF EDUCATION ROLE
ROLE PERCEPTION
EDUCATIONAL INNOVATION
CONFLICT
BOARDS OF EDUCATION
POLICY FORMATION
ELEMENTARY SECONDARY EDUCATION
ACADEMIC ACHIEVEMENT

CITATION PHI DELTA KAPPAN; 57; 6; 379-383

BBBA 2.209 DUTIES OF BOARD MEMBERS

REPORT NUMBER EJ032707

TITLE WHY BOARDMEN NEED BETTER TRAINING--AND WHAT THEY NEED TO KNOW

AUTHOR(S) ST. JOHN, WALTER D.

PUB DATE FEB 71

DESCRIPTORS
- ADMINISTRATIVE PERSONNEL
- BOARDS OF EDUCATION
- EDUCATIONAL PROGRAMS
- INSERVICE PROGRAMS
- PROFESSIONAL ASSOCIATIONS
- PUBLIC SCHOOLS
- SCHOOL SUPERINTENDENTS
- STATE BOARDS OF EDUCATION

CITATION AMERICAN SCHOOL BOARD JOURNAL; 158; 8; 27-28

BBBA 2.209 DUTIES OF BOARD MEMBERS

REPORT NUMBER EJ000599

TITLE RECRUITMENT: OVERHAULING ARCHAIC PRACTICES

AUTHOR(S) YERKOVICH, RAYMOND J.

PUB DATE 69 FEB

DESCRIPTORS
- EMPLOYMENT PRACTICES
- PERSONNEL EVALUATION
- PERSONNEL NEEDS
- PERSONNEL POLICY
- PERSONNEL SELECTION
- RECRUITMENT
- SCHOOL ADMINISTRATION
- SCHOOL SYSTEMS
- TEACHER EMPLOYMENT
- TEACHER RECURITMENT

CITATION CLEARING HOUSE; 43; 6; 328-330

BBBA 2.209 DUTIES OF BOARD MEMBERS

REPORT NUMBER ED033087

TITLE ANALYSIS AND INTERPRETATION OF RESEARCH FOR SCHOOL BOARD MEMBERS. FINAL REPORT.

AUTHOR(S) STOLLAR, DEWEY H.; AND OTHERS

SOURCE TENNESSEE UNIV., KNOXVILLE. DEPT. OF EDUCATIONAL ADMINISTRATION AND SUPERVISION.

NOTE 305 P.

PUB DATE 12 MAY 69

ABSTRACT

THIS DOCUMENT CONTAINS REPORTS OF RESEARCH FINDINGS CONSIDERED OF SPECIAL RELEVANCE FOR SCHOOL BOARD MEMBERS. THE INTRODUCTION SUMMARIZES THE PROJECT WHICH INVOLVED SELECTING, ABSTRACTING, ANALYZING, AND INTERPRETING RESEARCH ON 27 TOPICS. EACH OF THE 27 RESUMES (WRITTEN IN 'LAYMAN'S LANGUAGE') INCLUDES QUESTIONS, REVIEW OF STUDIES, IMPLICATIONS, AND REFERENCES. TITLES ARE CAUSES OF TEACHER MILITANCY; COMMUNITY SUPPORT FOR EDUCATION; ELECTIONS INVOLVING SCHOOL ISSUES; ISSUES AND SETTLEMENTS IN TEACHER STRIKES; DECISIVE FACTORS IN POTENTIAL STRIKE SITUATIONS; EVALUATION OF SCHOOL PUBLIC RELATIONS PROGRAMS; APPROACHES TO SCHOOL-COMMUNITY RELATIONS; PUBLIC OPINION OF THE SCHOOLS; TRENDS IN TEACHER STRIKE ACTIVITY; TEACHER TURNOVER; WHY TEACHERS LEAVE THEIR JOBS; PUBLIC EXPECTATIONS OF BOARDS OF EDUCATION; MASS MEDIA IN SCHOOL-COMMUNITY RELATIONS; TEACHER INTERVIEW AND SELECTION TECHNIQUES; JOINT ENDEAVORS OF THE COMMUNITY AND SCHOOL; DECISION-MAKING AND BUDGETS; COMMUNICATING WITH THE PUBLIC; RECRUITMENT SOURCES; WHERE TO FIND NEW TEACHERS; DECISION-MAKING AND SYSTEMS ANALYSIS; TECHNIQUES FOR RECRUITING TEACHERS; TEACHER EVALUATION METHODS; TEACHER SELECTION PRACTICES; SUMMARY OF A CONFERENCE; LETTERS OF RECOMMENDATION IN TEACHER SELECTION; SCHOOL AND COMMUNITY CONFLICT; POWER STRUCTURE RELATION TO SCHOOL BOARDS; THE IMPACT OF COLLECTIVE NEGOTIATIONS UPON THE SCHOOLS; DECISION-MAKING BY GROUPS AND INDIVIDUALS; ADOPTION OF EDUCATIONAL INNVOATIONS; SCHOOL BOARD PARTICIPATION IN ADMINISTRATOR SELECTION. APPENDIXES INCLUDE THE ADVISORY COMMITTEE REPORTS AND 60 RESEARCH ABSTRACTS. (JS)

DESCRIPTORS

ADMINISTRATOR SELECTION
BOARD OF EDUCATION ROLE
DECISION MAKING
POLICY FORMATION
SCHOOL COMMUNITY COOPERATION
SCHOOL PERSONNEL
TEACHER EVALUATION
TEACHER RECRUITMENT
TEACHER STRIKES
BOARD OF EDUCATION POLICY
COLLECTIVE NEGOTIATION
PERSONNEL POLICY
SCHOOL ADMINISTRATION
SCHOOL COMMUNITY RELATIONSHIP
SCHOOL POLICY
TEACHER MILITANCY
TEACHER SELECTION

EDRS PRICE MF-$0.75 HC-$15.00 PLUS POSTAGE

BBBB 2.210 NEW MEMBERS ORIENTATION

REPORT NUMBER EJ075612

TITLE HOW TO TRAIN A NEW SCHOOL BOARD MEMBER--AND WAYS TO HELP SEASONED VETERANS BRUSH UP, TOO

AUTHOR(S) JONES, PHILIP G.

PUB DATE APR 73

ABSTRACT

A 9-PAGE CURRICULUM FOR SCHOOL BOARDS. (AUTHOR)

DESCRIPTORS

BOARD OF EDUCATION POLICY
BOARDS OF EDUCATION
POLICY FORMATION
BOARD ADMINISTRATOR RELATIONSHIP
GUIDELINES
TRAINING

IDENTIFIERS

BOARD MEMBER TRAINING

CITATION AMERICAN SCHOOL BOARD JOURNAL; 160; 4; 21-29

BBBC 2.211 DEVELOPMENT OPPORTUNITIES

REPORT NUMBER EJ032707

TITLE WHY BOARDMEN NEED BETTER TRAINING--AND WHAT THEY NEED TO KNOW

AUTHOR(S) ST. JOHN, WALTER D.

PUB DATE FEB 71

DESCRIPTORS

ADMINISTRATIVE PERSONNAL	BOARDS OF EDUCATION
EDUCATIONAL PROGRAMS	INSERVICE PROGRAMS
PROFESSIONAL ASSOCIATIONS	PUBLIC SCHOOLS
SCHOOL SUPERINTENDENTS	STATE BOARDS OF EDUCATION

CITATION AMERICAN SCHOOL BOARD JOURNAL; 158; 8; 27-28

BBBC 2.211 DEVELOPMENT OPPORTUNITIES

REPORT NUMBER ED033087

TITLE ANALYSIS AND INTERPRETATION OF RESEARCH FOR SCHOOL BOARD MEMBERS. FINAL REPORT.

AUTHOR(S) STOLLAR, DEWEY H.; AND OTHERS

SOURCE TENNESSEE UNIV., KNOXVILLE. DEPT. OF EDUCATIONAL ADMINISTRATION AND SUPERVISION.

NOTE 305 P.

PUB DATE 12 MAY 69

ABSTRACT

THIS DOCUMENT CONTAINS REPORTS OF RESEARCH FINDINGS CONSIDERED OF SPECIAL RELEVANCE FOR SCHOOL BOARD MEMBERS. THE INTRODUCTION SUMMARIZES THE PROJECT WHICH INVOLVED SELECTING, ABSTRACTING, ANALYZING, AND INTERPRETING RESEARCH ON 27 TOPICS. EACH OF THE 27 RESUMES (WRITTEN IN 'LAYMAN'S LANGUAGE') INCLUDES QUESTIONS, REVIEW OF STUDIES, IMPLICATIONS, AND REFERENCES. TITLES ARE CAUSES OF TEACHER MILITANCY; COMMUNITY SUPPORT FOR EDUCATION; ELECTIONS INVOLVING SCHOOL ISSUES; ISSUES AND SETTLEMENTS IN TEACHER STRIKES; DECISIVE FACTORS IN POTENTIAL STRIKE SITUATIONS; EVALUATION OF SCHOOL PUBLIC RELATIONS PROGRAMS; APPROACHES TO SCHOOL-COMMUNITY RELATIONS; PUBLIC OPINION OF THE SCHOOLS; TRENDS IN TEACHER STRIKE ACTIVITY; TEACHER TURNOVER; WHY TEACHERS LEAVE THEIR JOBS; PUBLIC EXPECTATIONS OF BOARDS OF EDUCATION; MASS MEDIA IN SCHOOL-COMMUNITY RELATIONS; TEACHER INTERVIEW AND SELECTION TECHNIQUES; JOINT ENDEAVORS OF THE COMMUNITY AND SCHOOL; DECISION-MAKING AND BUDGETS; COMMUNICATING WITH THE PUBLIC; RECRUITMENT SOURCES; WHERE TO FIND NEW TEACHERS; DECISION-MAKING AND SYSTEMS ANALYSIS; TECHNIQUES FOR RECRUITING TEACHERS; TEACHER EVALUATION METHODS; TEACHER SELECTION PRACTICES; SUMMARY OF A CONFERENCE; LETTERS OF RECOMMENDATION IN TEACHER SELECTION; SCHOOL AND COMMUNITY CONFLICT; POWER STRUCTURE REALTION TO SCHOOL BOARDS; THE IMPACE OF COLLECTIVE NEGOTIATIONS UPON THE SCHOOLS; DECISION-MAKING BY GROUPS AND INDIVIDUALS; ADOPTION OF EDUCATIONAL INNOVATIONS; SCHOOL BOARD PARTICIPATION IN ADMINISTRATOR SELECTION. APPENDIXES INCLUDE THE ADVISORY SOMMITTEE REPORTS AND 60 RESEARCH ABSTRACTS. (JS)

DESCRIPTORS

ADMINISTRATOR SELECTION
BOARD OF EDUCATION ROLE
DECISION MAKING
POLICY FORMATION
SCHOOL COMMUNITY COOPERATION
SCHOOL PERSONNEL
TEACHER EVALUATION
TEACHER RECRUITMENT
TEACHER STRIKES
BOARD OF EDUCATON POLICY
COLLECTIVE NEGOTIATION
PERSONNEL POLICY
SCHOOL ADMINISTRATION
SCHOOL COMMUNITY RELATIONSHIP
SCHOOL POLICY
TEACHER MILITANCY
TEACHER SELECTION

EDRS PRICE MF-$0.75 HC-$15.00 PLUS POSTAGE

BBBE 2.212 COMPENSATION

REPORT NUMBER ED066823

TITLE A STUDY OF BOARDS OF EDUCATION IN TEXAS--THE MAKEUP OF BOARDS AND THE PERCEPTIONS OF BOARD MEMBERS. STUDIES IN EDUCATION XI.

AUTHOR(S) SPLAWN, ROBERT E.

SOURCE WEST TEXAS STATE UNIV., CANYON.

NOTE 83 P.

PUB DATE MAY 72

ABSTRACT

THIS STUDY IS BASES ON THE RESULTS OF A BACKGROUND QUESTIONNAIRE AND A PERCEPTION INVENTORY ADMINISTERED TO A STRATIFIED RANDOM SAMPLE OF TEXAS BOARDS OF EDUCATION MEMBERS IN INDEPENDENT SCHOOL DISTRICTS HAVING GRADES K-12. THE STUDY ATTEMPTED TO DETERMINE (1) THE STATUS OF TEXAS SCHOOL BOARDS, (2) THE ROLE OF THE BOARD AND THE ROLES OF THE SUPERINTENDENT AND THE HIGH SCHOOL PRINCIPAL, AND (3) TO WHAT EXTENT TEXAS BOARD MEMBERS' ROLE PERCEPTIONS AGREE WITH THE VARIOUS ROLES AS PORTRAYED IN EDUCATIONAL LITERATURE. THE STUDY ALSO ATTEMPTED TO DETERMINE THE EFFECT THE FOLLOWING FACTORS HAVE UPON BOARD MEMBERS' PERCEPTIONS OF THE VARIOUS ROLES SIZE AND TYPE OF SCHOOL DISTRICT SERVED, AGE, SEX, RACE, INCOME, NUMBER OF YEARS SERVED ON A BOARD, EDUCATION, AND HAVING OR NOT HAVING CHILDREN IN SCHOOL. TEN HYPOTHESES RELATING TO THESE PERCEPTIONS WERE TESTED. FINDINGS INDICATE THAT THERE WAS NO STATISTICALLY SIGNIFICANT DEPENDENCY AMONG SIZE AND TYPE OF SCHOOL DISTRICT SERVED, THE NUMBER OF YEARS SERVED ON THE BOARD, HAVING OR NOT HAVING CHILDREN IN SCHOOL, AND THE OCCUPATION OF A BOARD MEMBER ON HIS PERCEPTIONS OF THE ROLE OF THE BOARD AND THAT OF THE HIGH SCHOOL PRINCIPAL. THE FINDINGS ALSO INDICATE THAT THERE IS A SIGNIFICANT DEPENDENCY BETWEEN THE EDUCATIONAL LEVEL OF A SCHOOL BOARD MEMBER AND THE WAY HE PERCEIVES THE ROLE OF THE BOARD AND THOSE OF THE SUPERINTENDENT AND THE HIGH SCHOOL PRINCIPAL. (AUTHOR)

DESCRIPTORS

ADMINISTRATOR RESPONSIBILITY
BOARD OF EDUCATION ROLE
EDUCATIONAL RESEARCH
ROLE PERCEPTION
SCHOOL SURVEYS
SUPERINTENDENT ROLE
ADMINISTOR ROLE
BOARDS OF EDUCATION
PRINCIPALS
SCHOOL SUPERINTENDENTS
STATISTICAL STUDIES
STATISTICAL STUDIES

AVAILABILITY: SUTDIES IN EDUCATION, BOX 34, WEST TEXAS STATE UNIVERSITY STATION, CANYON, TEXAS 79015 (FREE)

EDRS PRICE MF-$0.75 HC-$4.20 PLUS POSTAGE

BBD 2.214 BOARD-SUPERINTENDENT RELATIONS

REPORT NUMBER EJ027271

TITLE IN THE EYE OF THE CITY

AUTHOR(S) HANSON, CARROLL

PUB DATE OCT 70

ABSTRACT

THE SOLUTION TO THE NEARLY IMPOSSIBLE BIG CITY SCHOOL SUPERINTENDENT'S JOB REQUIRES THE SCHOOL BOARD TO ASSUME THE ROLE OF CHANGE AGENT AND CONFINE THE SUPERINTENDENT TO ADMINISTRATION AND COMMUNICATION.

DESCRIPTORS

BOARDS OF EDUCATION
CHIEF ADMINISTRATORS
ROLE CONFLICT
SCHOOL SUPERINTENDENTS
CHANGE AGENTS
POLICY FORMATION
SCHOOL DISTRICTS

CITATION PHI DELTA KAPPAN; 52; 2; 116-118

BBD 2.214 BOARD-SUPERINTENDENT RELATIONS

REPORT NUMBER EJ088712

TITLE CHANGES IN SUPERINTENDENTS' PERCEIVED BEHAVIOR FOLLOWING FEEDBACK FROM PRINCIPALS AND SCHOOL BOARD MEMBERS

AUTHOR(S) BARTZ, DAVID E.

PUB DATE DEC 73

DESCRIPTORS

BEHAVIOR CHANGE
FEEDBACK
BOARDS OF EDUCATION
SCHOOL SUPERINTENDENTS
PRINCIPALS

CITATION JOURNAL OF EDUCATIONAL RESEARCH; 67; 4; 157-60

BBD 2.214 BOARD-SUPERINTENDENT RELATIONS also, BA 2.10 and D 4.0

REPORT NUMBER ED025342

TITLE THE INTERMEDIATE UNIT OF SCHOOL ADMINISTRATION FOR POLK COUNTY SCHOOLS.

SOURCE POLK COUNTY PUBLIC SCHOOLS, DES MOINES, IOWA.

NOTE 31 P.

PUB DATE SEP 67

ABSTRACT

THE INTERMEDIATE ADMINISTRATIVE UNIT OF POLK COUNTY, IOWA IS OUTLINED IN THIS DOCUMENT. ITEMS DISCUSSED INCLUDE BOARD OF EDUCATION PHILOSOPHY AND POLICY, PERSONNEL, EDUCATIONAL SERVICES, ADMINISTRATIVE ORGANIZATION, COUNTY BOARD OF EDUCATION AND SUPERINTENDENT RELATIONSHIPS, COUNTY BOARD AND LOCAL BOARD RELATIONSHIPS, BUDGETING, AND FISCAL MATTERS. A CHART DEPICTING STUDENT ENROLLMENTS BY GRADE LEVEL AND SCHOOL CONCLUDES THE DOCUMENT. (SW)

DESCRIPTORS

ADMINISTRATIVE ORGANIZATION
ADMINISTRATOR RESPONSIBILITY
BOARD OF EDUCATION POLICY
COUNTY SCHOOL SYSTEMS
FINANCIAL POLICY
PERSONNEL
PERSONNEL POLICY
SCHOOL SERVICES
STUDENT ENROLLMENT
ADMINISTRATIVE PERSONNEL
BOARD ADMINISTRATOR RELATIONSHIP
BUDGETING
EDUCATIONAL PHILOSOPHY
INTERMEDIATE ADMINISTRATIVE UNITS
PERSONNEL NEEDS
RURAL AREAS
SMALL SCHOOLS
VERTICAL ORGANIZATION

IDENTIFIERS

IOWA
POLK COUNTY

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

BBD 2.214 BOARD-SUPERINTENDENT RELATIONS

REPORT NUMBER EJ027271

TITLE IN THE EYE OF THE CITY

AUTHOR(S) HANSON, CARROLL

PUB DATE OCT 70

ABSTRACT
THE SOLUTION TO THE NEARLY IMPOSSIBLE BIG CITY SCHOOL SUPERINTENDENT'S JOB REQUIRES THE SCHOOL BOARD TO ASSUME THE ROLE OF CHANGE AGENT AND CONFINE THE SUPERINTENDENT TO ADMINISTRATION AND COMMUNICATION.

DESCRIPTORS
BOARDS OF EDUCATION
CHIEF ADMINISTRATORS
ROLE CONFLICT
SCHOOL SUPERINTENDENTS
CHANGE AGENTS
POLICY FORMATION
SCHOOL DISTRICTS

CITATION PHI DELTA KAPPAN; 52; 2; 116-118

BBD 2.214 BOARD-SUPERINTENDENT RELATIONS

REPORT NUMBER EJ117573

TITLE THE CRITICAL STATUS OF BOARD-SUPERINTENDENT RELATIONS

AUTHOR(S) MORAN, K. D.

PUB DATE APR 75

ABSTRACT
ASSERTS THE IMPORTANCE OF THE BOARD-SUPERINTENDENT RELATIONSHIP AND DISCUSSES SOME OF THE AREAS IN THAT RELATIONSHIP THAT HAVE THE GREATEST POTENTIAL FOR DIFFICULTY. (PUBLISHED BY THE KANSAS ASSOCIATION OF SCHOOL BOARDS 825 WESTERN, TOPEKA, KANSAS) (AUTHOR/IRT)

DESCRIPTORS
BOARDS OF EDUCATION
BOARD OF EDUCATION ROLE
ADMINISTRATOR CHARACTERISTICS
LEADERSHIP
ELEMENTARY SECONDARY EDUCATION
SUPERINTENDENTS
POLICY FORMATION
SCHOOL COMMUNITY RELATIONSHIP
ADMINISTRATOR SELECTION

CITATION KANSAS SCHOOL BOARD JOURNAL; 14; 2; 7-9

BBD 2.214 BOARD-SUPERINTENDENT RELATIONS also CF 3.414

REPORT NUMBER ED011464

TITLE SCHOOL BOARD-ADMINISTRATIVE RELATIONSHIPS, CATSKILL AREA SCHOOL BOARDS INSTITUTE 1965-1966

AUTHOR(S) BRICKELL, HENRY M.; MCCARTY, DONALD J.

SOURCE NEW YORK STATE SCHOOL BOARDS ASSOCIATION, ALBANY,; STATE UNIV. OF NEW YORK, ONEONTA. COLL. AT ONEONTA.

NOTE 47 P.

PUB DATE 66

ABSTRACT

THIS PUBLICATION CONSISTS OF SPEECHES BY DR. DONALD J. MCCARTY , OF CORNELL, AND DR. HENRY M. BRICKELL, OF MANHASSET, NEW YORK, ON SCHOOL BOARD-ADMINISTRATIVE RELATIONSHIPS AND WRITTEN SCHOOL BOARD POLICIES. DR. MCCARTY EMPHASIZES THE IMPORTANCE OF MUTUAL RESPECT AND CONFIDENCE BETWEEN BOARD MEMBERS AND ADMINISTRATORS AND DESCRIBES HOW A WORKING RELATIONSHIP BETWEEN BOARD MEMBERS AND ADMINISTRATORS IS ACHIEVED. DR. BRICKELL EMPHASIZES THE ROLE DEFINITION OF BOARD MEMBERS AND ADMINISTRATORS, DEFINES POLICY, AND DESCRIBES HOW A SCHOOL POLICY EVOLVES WHEN BOARD MEMBERS AND ADMINISTRATORS WORK TOGETHER. IN THE APPENDIXES ARE LISTED THE LEGAL DEFINITIONS IN NEW YORK OF THE POWERS AND DUTIES OF BOARDS OF EDUCATION AND DISTRICT SUPERINTENDENTS. ALSO SUPPLIED ARE THE NAMES OF BOTH THE MEMBER SCHOOLS AND THE MEMBERS OF THE EXECUTIVE COMMITTEE. (FS)

DESCRIPTORS

ADMINISTRATIVE POLICY
ADMINISTRATOR GUIDES
BOARD OF EDUCATION POLICY
BOARDS OF EDUCATION
POLICY FORMATION
ADMINISTRATIVE PROBLEMS
ADMINISTARTOR ROLE
BOARD OF EDUCATION ROLE
EDUCATIONAL OBJECTIVES
ROLE CONFLICT

IDENTIFIERS

ALBANY
ONEONTA
CATSKILL AREA SCHOOL BOARDS INTITUTE

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

BBD 2.214 BOARD-SUPERINTENDENT RELATIONS

REPORT NUMBER ED012510

TITLE POWER STRUCTURES, SCHOOL BOARDS, AND ADMINISTRATIVE STYLE.

AUTHOR(S) HICKCOX. EDWARD S.

SOURCE OREGON UNIV., EUGENE. CENTER FOR ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION.

NOTE 28 P.

PUB DATE FEB 67

ABSTRACT

POWER STRUCTURES IN DIFFERENT COMMUNITIES VARY, AND THE MAKEUP OF SCHOOL BOARDS AND STYLE OF SUPERINTENDENTS IN ANY COMMUNITY CAN BE VIEWED AS A REFLECTION OF THESE DIFFERENT POWER RELATIONSHIPS. A COMMUNITY MAY BE CHARACTERIZED BY (1) A DOMINATED POWER STURCTURE, DOMINATED SCHOOL BOARD MAKEUP, AND SERVANT SUPERINTENDENT STYLE, (2) A FACTIONAL POWER STRUCTURE, FACTIONAL SCHOOL BOARD, AND POLITICAL-MANIPULATION SUPERINTENDENT STYLE, (3) A PLURALISTIC POWER STURCTURE, STATUS-CONGRUENT SCHOOL BOARD, AND PROFESSIONAL-ADVISOR SUPERINTENDENT STYLE, OR (4) AN INERT POWER STRUCTURE, SANCTIONING SCHOOL BOARD, AND DECISION-MAKER SUPERINTENDENT STYLE. NINETEEN SCHOOL DISTRICTS IN NEW YORK, AND TWO EACH IN CONNECTICUT, NEW JERSEY, AND PENNSYLVANIA, WERE SELECTED IN WHICH SEPARATE INTERVIEW SCHEDULES WERE ADMINISTERED TO SUPERINTENDENTS, BOARD MEMBERS, AND COMMUNITY INFLUENTIALS TO SECURE INFORMATION ACCORDING TO THE ABOVE CLASSIFICATIONS. THE FINDINGS REVEALED THAT TWO TYPES OF RELATIONSHIPS COULD BE IDENTIFIED BETWEEN COMMUNITIES, SCHOOL BOARDS, AND SUPERINTENDENTS. FIRST, IN 11 INSTANCES, ADMINISTRATIVE STYLE WAS FOUND TO BE RELATED BOTH TO THE BOARD MAKEUP AND TO THE COMMUNITY POWER AND BOARD MAKEUP WERE CONSONANT BUT WERE AT VARIANCE WITH THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (NEW YORK CITY, FEBRUARY 17, 1967). (GB)

DESCRIPTORS

BOARDS OF EDUCATION
COMMUNITY INFLUENCE
POLICY FORMATION
SCHOOL COMMUNITY RELATIONSHIP
COMMUNITY
COMMUNITY STUDY
POWER STRUCTURE
SCHOOL SUPERINTENDENTS

IDENTIFIERS

AMERICAN EDUCATIONAL RESEARCH ASSO EUGENE
NEW YORK CITY

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

BBD 2.214 BOARD-SUPERINTENDENT RELATIONS

REPORT NUMBER ED025007

TITLE THE SUPERINTENDENT-BOARD RELATIONSHIP.

AUTHOR(S) WENNERBERG, CARL H., ED.

SOURCE CALIFORNIA ASSOCIATION OF SCHOOL ADMINISTRATORS, BURLINGAME.;
CALIFORNIA SCHOOL BOARDS ASSOCIATION, SACRAMENTO.

NOTE 64P.

PUB DATE 67

ABSTRACT

GUIDELINES RECOMMEND THE DEVELOPMENT OF MUTUAL COOPERATION BETWEEN THE BOARD OF EDUCATION AND ITS CHIEF ADMINISTRATOR, THE DISTRICT SCHOOL SUPERINTENDENT. PARTICULAR ATTENTION IS GIVEN TO THE ROLE OF THE BOARD OF EDUCATION IN FORMULATING DISTRICT POLICY, ESTABLISHING EFFECTIVE BOARD-COMMUNITY RELATIONS, SELECTING AND EVALUATIONG THE SUPERINTENDENT, AND FILLING BOARD VACANCIES. THE COMPLEX ROLE OF THE SCHOOL SUPERINTENDENT IS DEFINED WITH RESPECT TO HIS RESPONSIBILITY TO THE BOARD OF EDUCATION, THE COMMUNITY AND HIS STAFF. A SERIES OF APPENDICES INCLUDES A SAMPLE BROCHURE DESCRIBING A SCHOOL SUPERINTENDENT POSITION VACANCY, CHECKLISTS FOR A SUPERINTENDENT INTERVIEW AND A COMMUNITY ATTITUDE SURVEY, A SUPERINTENDENT EMPLOYMENT CONTRACT, AND GUIDELINES FOR EVALUATION OF BOTH THE SUPERINTENDENT AND THE BOARD OF EDUCATION. (JK)

DESCRIPTORS

ADMINISTRATOR EVALUATION
ADMINISTRATOR SELECTION
BOARD OF EDUCATION ROLE
CONTRACTS
POLICY FORMATION
SUPERINTENDENT ROLE
ADMINISTRATOR QUALIFICATIONS
BOARD ADMINISTRATOR RELATIONSHIP
BOARDS OF EDUCATION
PERSONNEL POLICY
SCHOOL COMMUNITY RELATIONSHIP

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BBD 2.214 BOARD-SUPERINTENDENT RELATIONS

REPORT NUMBER ED074616

TITLE THE SCHOOL BOARD PRESIDENT. GUIDELINES FOR BETTER BOARD MEETINGS.

SOURCE PENNSYLVANIA SCHOOL BOARDS ASSOCIATION, INC., HARRISBURG

NOTE 23 P.

PUB DATE DEC 72

ABSTRACT

THIS REPORT CONTAINS ARTICLES THAT PROVIDE GUIDELINES FOR RUNNING BOARD OF EDUCATION MEETINGS AND DISCUSSES THE ROLES OF SUPERINTENDENTS AND BOARDS IN DECISION MAKING. THE ARTICLES DISCUSS (1) THE PUBLIC RELATIONS VALUE OF WELL-RUN BOARD MEETINGS, (2) THE IMPORTANCE OF FOLLOWING GOOD PARLIAMENTARY PROCEDURE, AND (3) THE PREPARATION AND DISSEMINATION OF BOARD MEETING AGENDAS. THE RESPONSIBILITIES OF SUPERINTENDENTS AND BOARDS ARE ALSO DISCUSSED. (JF)

DESCRIPTORS

BOARD ADMINISTRATOR RELATIONSHIP
BOARD OF EDUCATION ROLE
COMMUNITY INVOLVEMENT
GUIDELINES
PUBLIC RELATIONS
SUPERINTENDENTS
BOARD OF EDUCATION POLICY
BOARDS OF EDUCATION
DECISION MAKING
POLICY FORMATION
SUPERINTENDENT ROLE

IDENTIFIERS

BOARD OF EDUCATION MEETINGS

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

BBD 2.214 BOARD-SUPERINTENDENT RELATIONS

REPORT NUMBER ED122423

TITLE POSITIVE BOARD-SUPERINTENDENT RELATIONS.

AUTHOR(S) KENNEDY, PAUL C.

NOTE 7 P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS (108TH, ATLANTIC CITY, NEW JERSEY, FEBRUARY 20-23, 1976)

PUB DATE FEB 76

ABSTRACT

IF SUPERINTENDENT-SCHOOL BOARD RELATIONSHIPS ARE TO BE SUCCESSFUL, THE PERSONS INVOLVED MUST BE COGNIZANT, CONFIDENT, COMMUNICATIVE, AND COMPATIBLE. (AUTHOR/IRT)

DESCRIPTORS

BOARD ADMINISTRATOR RELATIONSHIP
ELEMENTARY SECONDARY EDUCATION
BOARDS OF EDUCATION
SCHOOL SUPERINTENDENTS

EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE

BBD 2.214 BOARD-SUPERINTENDENT RELATIONS

REPORT NUMBER EJ110942

TITLE WHY SCHOOL BOARDS DON'T NEED THEIR OWN STAFFS, INDEPENDENT OF THE SUPERINTENDENT

AUTHOR(S) CAMPEN, PALMER G.

PUB DATE FEB 75

ABSTRACT

CITING A PROLIFERATION OF PEOPLE AND A DUPLICATION OF FUNCTIONS, A SUPERINTENDENT REJECTS THE NTION THAT SCHOOL BOARDS SHOULD HAVE THEIR OWN STAFFS. (DW)

DESCRIPTORS

SUPERINTENDENT ROLE
BOARD OF EDUCATION
BOARD OF EDUCATION ROLE
PROFESSIONAL PERSONNEL
SCHOOL SUPERINTENDENTS
COMMUNICATION PROBLEMS
ADMINISTRATOR RESPONSIBILITY
GOVERNANCE

IDENTIFIERS

ELEMENTARY SECONDARY EDUCATION

CITATION AMERICAN SCHOOL BOARD JOURNAL; 162; 2; 30-31

BBD 2.214 BOARD-SUPERINTENDENT RELATIONS

REPORT NUMBER EJ110941

TITLE BOARD MEMBERS PINPOINT THE KINDS OF SUPERINTENDENTS WHO EMBARRASS THEIR PEERS AND EMBATTLE THEIR BOARDS

AUTHOR(S) MULLINS, CAROLYN

PUB DATE FEB 75

ABSTRACT

SCHOOL BOARD MEMBERS DISCUSS SUPERINTENDENT-SCHOOL BOARD RELATIONS AND THE ERRORS SUPERINTENDENTS COMMIT IN THAT RELATIONSHIP. (DW)

DESCRIPTORS

BOARDS OF EDUCATION
COMMUNICATION PROBLEMS
SUPERINTENDENT ROLE
BOARD OF EDUCATION ROLE
GOVERNANCE
SCHOOL SUPERINTENDENTS
POLICY FORMATION
BOARD OF EDUCATION POLICY
ADMINISTRATOR RESPONSIBILITY

IDENTIFIERS

ELEMENTARY SECONDARY EDUCATION

CITATION AMERICAN SCHOOL BOARD JOURNAL; 162; 2; 23, 26-29

BBE 2.215 ATTORNEY also, BDBA 2.402

REPORT NUMBER ED029389

TITLE SCHOOL BOARD ATTORNEY: FRIEND IN NEED.

AUTHOR(S) STOVER, KERMIT M.

NOTE 19 P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE NATIONAL SCH. BOARDS ASSN. (29TH, MIAMI BEACH, FLORIDA, APRIL 15, 1969)

PUB DATE 15 APR 69

ABSTRACT

TO KEEP ABREAST OF NEWLY ENACTED LEGISLATION AND COURT OPINIONS AFFECTING SCHOOL POLICIES AND REGULATION, SCHOOL OFFICIALS NEED PROMPT, COMPETENT, AND RELIABLE LEGAL ADVICE, AND SHOULD BE PREPARED TO PAY FOR IT. BY CONSULTING A COMPETENT ATTORNEY, SCHOOL OFFICIALS CAN AVOID UNNECESSARY AND COSTLY DELAYS RESULTING FROM LITIGATION OVER PROCEDURAL MATTERS (E.G., BIDS, CONTRACTS, BOND ISSUES, AND DEBT LIMIT) AND FROM CONSTITUTIONAL ISSUES (E.G., VARIOUS RULES AND REGULATIONS AFFECTING THE CIVIL LIBERTIES OF STUDENTS AND TEACHERS). INFORMED LEGAL ADVICE SHOULD BE AVAILABLE TO SCHOOL BOARD MEMBERS AND DISTRICT SUPERINTENDENTS AND ADMINISTRATORS FOR USE IN ALL DECISIONS HAVING A POTENTIAL FOR LEGAL ENTANGLEMENT. (JH)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
BOND ISSUES
EDUCATIONAL LEGISLATION
LAWYERS
LEGAL PROBLEMS
SCHOOL LAW
STUDENT SCHOOL RELATIONSHIP
BOARDS OF EDUCATION
COURT LITIGATION
FREEDOM OF SPEECH
LEGAL COSTS
SCHOOL ADMINISTRATION
SCHOOL POLICY

IDENTIFIERS

PENNSYLVANIA

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BBE 2.215 ATTORNEY

REPORT NUMBER EJ089432

TITLE BRUSH UP IN ONE SHORT SITTING: TEN YEARS OF TUMULT IN SCHOOL LAW, AND THEIR LESSONS

AUTHOR(S) NOLTE, M. CHESTER

PUB DATE JAN 74

ABSTRACT

THE LATE 1960'S HAVE SEEN TEACHERS AND STUDENTS GAIN RIGHTS IN SCHOOL THAT THEY HAD NOT HAD BEFORE. NO LONGER CAN THE ADMINISTRATOR AND THE SCHOOL BOARD ACT AS THEIR OWN LAWYER. (AUTHOR/WM)

DESCRIPTORS
SCHOOL LAW
FEDERAL COURT LITIGATION
STUDENT RIGHTS
BOARDS OF EDUCATION
LEGAL RESPONSIBILITY
CIVIL RIGHTS
DUE PROCESS
LAWYERS

IDENTIFIERS
TINKER DECISION

CITATION AMERICAN SCHOOL BOARD JOURNAL; 161; 1; 48-51

BC 2.30 BOARD MEETINGS also, KCB 10.302

REPORT NUMBER ED074616

TITLE THE SCHOOL BOARD PRESIDENT. GUIDELINES FOR BETTER BOARD MEETINGS.

SOURCE PENNSYLVANIA SCHOOL BOARDS ASSOCIATION, INC., HARRIGBURG.

NOTE 23 P.

PUB DATE DEC 72

ABSTRACT

THIS REPORT CONTAINS ARTICLES THAT PROVIDE GUIDELINES FOR RUNNING BOARD OF EDUCATION MEETINGS AND DISCUSSES THE ROLES OF SUPERINTENDENTS AND BOARDS IN DECISION MAKING. THE ARTICLES DISCUSS (1) THE PUBLIC RELATIONS VALUE OF WELL-RUN BOARD MEETINGS, (2) THE IMPORTANCE OF FOLLOWING GOOD PARLIAMENTARY PROCEDURE, AND (3) THE PREPARATION AND DISSEMINATION OF BOARD MEETINGS AGENDAS. THE RESPONSIBILITIES OF SUPERINTENDENTS AND BOARDS ARE ALSO DISCUSSED. (JF)

DESCRIPTORS
BOARD ADMINISTRATOR RELATIONSHIP
BOARD OF EDUCATION ROLE
COMMUNITY INVOLVEMENT
GUIDELINES
PUBLIC RELATIONS
SUPERINTENDENTS
BOARD OF EDUCATION POLICY
BOARDS OF EDUCATION
DECISION MAKING
POLICY FORMATION
SUPERINTENDENT ROLE

IDENTIFIERS
BOARD OF EDUCATION MEETINGS

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BC 2.30 BOARD MEETINGS

REPORT NUMBER EJ026390

TITLE LETTER TO A BOARD MEMBER

AUTHOR(S) NICHOLAS, JAMES R.

PUB DATE OCT 70

ABSTRACT

A FACULTY MEMBER PROPOSES REGULAR AND FREQUENT MEETINGS BETWEEN STUDENTS AND THE CINCINNATI BOARD OF EDUCATION. (AUTHOR)

DESCRIPTORS

BOARDS OF EDUCATION	POLICY FORMATION
SCHOOL SYSTEMS	SOCIAL CHANGE
STUDENT LEADERSHIP	STUDENT PARTICIPATION

CITATION PHI DELTA KAPPAN; 52; 2; 86-87

BCAB 2.302 REGULAR MEETINGS

REPORT NUMBER ED120949

TITLE SCHOOL BOARD MEETING MANAGEMENT

AUTHOR(S) FRENCH, LARRY L.

NOTE 14 P.; CHAPTER 6 OF THE SECOND SCHOOL ADMINISTRATORS LEGAL HANDBOOK, EA 008 102

PUB DATE 75

ABSTRACT

THE IMPORTANCE OF OFFICIAL SCHOOL BOARD MINUTES CANNOT BE OVEREMPHASIZED IN THESE TIMES INVOLVNING NUMEROUS LITIGABLE ISSUES AND CONTROVERSIES. THE SOLE EVIDENCE AS TO WHAT EXACTLY OCCURRED DURING A SCHOOL BOARD MEETING IS FOUND IN SUCH MINUTES. ACCORDINGLY, IT IS APPROPRIATE TO PROVIDE ASSISTANCE TO THE SCHOOL SUPERINTENDENT OR DESIGNATED ADMINISTRATIVE OFFICIAL WHO IS RESPONSIBLE FOR ORGANIZING AND CONDUCTING REGULAR AND/OR SPECIAL SCHOOL BOARD MEETINGS DURING THE COURSE OF THE FISCAL YEAR. IMPORTANT CONSIDERATIONS ARE THE TIME AND PLACE OF THE MEETINGS, THE AGENDA, THE MINUTES, AND THE MEETING'S RULES OF PROCEDURE. (AUTHOR/IRT)

DESCRIPTORS

BOARDS OF EDUCATION
ELEMENTARY SECONDARY EDUCATION
DIARIES
MEETINGS

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE EA 008 102

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

BCAB 2.302 REGULAR MEETINGS

REPORT NUMBER ED119318

TITLE MEETINGS OF THE SCHOOL BOARD.

AUTHOR(S) HOLLEMAN, I. THOMAS, JR.

NOTE 30 P.

PUB DATE 75

ABSTRACT

THE BASIC FUNCTION OF ANY SCHOOL BOARD MEETING IS THE TRANSACTION OF THE OFFICIAL BUSINESS OF THE SCHOOL DISTRICT. POLICIES THAT DIRECT THE DAILY ACTIVITIES OF THE SCHOOL ARE DERIVED THROUGH THIS TRANSACTION PROCESS. IF AN UNDERSTANDING OF THE INTRICACIES, ACTIONS, AND INTERACTIONS OF EACH GROUP THAT PARTICIPATES EITHER DIRECTLY OR INDIRECTLY IN A SCHOOL BOARD MEETING CAN BE GRASPED BY ALL CONCERNED, THEN A SCHOOL BOARD CAN CONDUCT ITS BUSINESS WITH DISPATCH AND PROVIDE THE DECISIVE LEADERSHIP THAT SCHOOL DISTRICTS DESPERATELY NEED. THIS DOCUMENT PROVIDES INFORMATION ON THE MAJOR ASPECTS OF BOARD MEETINGS--THE PURPOSE OF THE MEETING, PREPARATION OF THE AGENDA, TIME AND PLACE OF MEETINGS, RULES OF ORDER FOR MEETINGS, EXECUTIVE VERSUS OPEN SESSIONS, DEALING WITH PETITIONS AND DELEGATIONS, MINUTES OF MEETINGS, BOARD COMMITTEES, AND THE RELATIONSHIP BETWEEN ADMINISTRATIVE STAFF MEMBERS AND THE BOARD. (AUTHOR/IRT)

DESCRIPTORS

BOARD ADMINISTRATOR RELATIONSHIP
BOARD OF EDUCATION ROLE
COMMITTEES
MEETINGS
BOARD OF EDUCATION POLICY
BOARDS OF EDUCATION
ELEMENTARY SECONDARY EDUCATION
PARLIAMENTARY PROCEDURES

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BCAB 2.302 REGUALR MEETINGS

REPORT NUMBER ED105657

TITLE HOW TO CONDUCT EFFECTIVE SCHOOL BOARD MEETINGS.

AUTHOR(S) ALLEN, ROBERT E.

NOTE 6 P.; PAPER PRESENTED AT THE ANNUAL CONVENTION OF THE NATIONAL SCHOOL BOARDS ASSOCIATION (35TH, MIAMI BEACH, FLORIDA, APRIL 19-22, 1975)

PUB DATE APR 75

ABSTRACT

TO CONDUCT EFFECTIVE SCHOOL BOARD MEETINGS, THIRTEEN BASIC RULES ARE PRESENTED. THE RULES PRESCRIBE THAT AGENDAS AND MINUTES SHOUD BE STUDIED PRIOR TO MEETINGS; THAT MEETINGS SHOULD BE INFORMAL, OPEN TO CITIZENS, AND PACED TO AVOID BOREDOM AND WASTED TIME; THAT ATTORNEYS' REPORTS SHOULD BE IN WRITING, AND THAT THE ATTORNEY SHOULD PARTICIPATE ONLY ON LEGAL MATTERS; THAT SPECIAL PRESENTATIONS SHOULD BE MADE EARLY ON THE AGENDA; THAT CITIZENS SHOULD PARTICIPATE IN THE DISCUSSION OF REGULAR AGENDA ITEMS WITH ADMINISTRATORS ON HAND TO RESPOND; AND, THAT THE BOARD CHAIRMAN SHOULD CONTROL THE MEETING ALLOWING EQUAL PARTICIPATION OF THE MEMBERS. (DW)

DESCRIPTORS

BIDS
BOARDS OF EDUCATION
EDUCATIONAL ADMINISTRATION
GUIDELINES
BOARD OF EDUCATION POLICY
CITIZEN PARTICIPATION
ELEMENTARY SECONDARY EDUCATION
MEEGINGS

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BCAB 2.302 REGULAR MEETINGS

REPORT NUMBER ED044544

TITLE POLICIES FOR IMPROVING SCHOOL BOARD MEETINGS.

SOURCE NATIONAL SCHOOL BOARDS ASSOCIATION, WATERFORD, CONN.
EDUCATIONAL POLICIES SERVICE.

NOTE 32 P.; CAT. NO. 70-55

PUB DATE NOV 70

ABSTRACT

THIS SCHOOL BOARD POLICY DEVELOPMENT KIT, PREPARED BY THE EDUCATIONAL POLICIES SERVICE/NSBA POLICY INFORMATION CLEARINGHOUSE IS CONCERNED WITH THE WRITTEN POLICIES THAT ARE NECESSARY TO FACILITATE MORE EFFECTIVE MEETING PROCEDURES. IN CONJUNCTION WITH A DISCUSSION OF WAYS TO IMPROVE BOARD MEETINGS, A CHECKLIST IS PROVIDED AS AN INSTRUMENT FOR SELF-EVALUATION BY SCHOOL BOARDS. SAMPLES ARE PROVIDED FOR DEMONSTRATION PURPOSES; THESE CONCERN THE DUTIES OF THE BOARD PRESIDENT, THE BOARD SECRETARY, BOARD PARLIAMENTARIAN, AND BOARD MEMBERS, AS WELL AS NEW BOARD MEMBER ORIENTATION, SCHOOL BOARD MEETINGS, BOARD MEETING PROCEDURES, BOARD MEETING PREPARATION, BROADCASTING AND TAPING OF BOARD MEETINGS, REVIEW OF BOARD PROCEDURES, CRITERIA FOR EVALUATING BOARD MEETINGS, AND AGENDAS. IN ADDITION, TEXT OF A HAND-OUT LEAFLET PREPARED FOR THE MILWAUKEE BOARD OF SCHOOL DIRECTORS IS GIVEN AS AN EXAMPLE OF THE KIND OF WELCOME A BOARD SHOULD EXTEND ITS VISITORS. THREE PUBLICATIONS CONCERNED WITH SCHOOL BOARD MEETINGS ARE RECOMMENDED, AND A BRIEF PRECIS IS GIVEN OF EACH, TOGETHER WITH ORDERING INFORMATION. (DB)

DESCRIPTORS

BOARD OF EDUCATION POLICY
EDUCATIONAL ADMINISTRATION
SCHOOL ADMINISTRATION
BOARDS OF EDUCATION
MEETINGS

AVAILABILITY: NATIONAL SCHOOL BOARDS ASSN., 1233 CENTRAL ST., EVANSTON, ILL. 60201 (ONE FREE KIT WITH SEARCH CERTIFICATE, 1-3 KITS $2.00; 4-7 KITS $1.80; 8-10 KITS $1.60; 11 OR MORE KITS $1.50 PAYMENT SHOULD ACCOMPANY ORDERS UNDER $6.00)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

BCAB 2.302 REGULAR MEETINGS

REPORT NUMBER ED047363

TITLE POLICIES FOR IMPROVING SCHOOL BOARD MEETINGS

SOURCE NATIONAL SCHOOL BOARDS ASSOCIATION, WATERFORD, CONN.
EDUCATIONAL POLICIES SERVICE.

NOTE 31 P.; CAT NO. 70-55

PUB DATE NOV 70

ABSTRACT

THIS SCHOOL BOARD POLICY DEVELOPMENT KIT, PREPARED BY THE EDUCATIONAL POLICIES SERVICE/NSBA POLICY INFORMATION CLEARINGHOUSE IS CONCERNED WITH THE WRITTEN POLICIES THAT ARE NECESSARY TO FACILITATE MORE EFFECTIVE MEETING PROCEDURES. IN CONJUNCTION WITH A DISCUSSION OF WAYS TO IMPROVE BOARD MEETINGS, A CHECKLIST IS PROVIDED AS AN INSTRUMENT FOR SELF-EVALUATION BY SCHOOL BOARDS. SAMPLES ARE PROVIDED FOR DEMONSTRATION PURPOSES; THESE CONCERN THE DUTIES OF THE BOARD PRESIDENT, THE BOARD SECRETARY, BOARD PARLIAMENTARIAN, AND BOARD MEMBERS, AS WELL AS NEW BOARD MEMBER ORIENTATION, SCHOOL BOARD MEETINGS, BOARD MEETING PROCEDURES, BOARD MEETING PREPARATION, BROADCASTING AND TAPING OF BOARD MEETINGS, REVIEW OF BOARD PROCEDURES. CRITERIA FOR EVALUATING BOARD MEETINGS, AND AGENDAS. IN ADDITION, TEXT OF A HANDOUT LEAFLET PREPARED FOR THE MILWAUKEE BOARD OF SCHOOL DIRECTORS IS GIVEN AS AN EXAMPLE OF THE KIND OF WELCOME A BOARD SHOULD EXTEND ITS VISITORS. THREE PUBLICATIONS CONCERNED WITH SCHOOL BOARD MEETINGS ARE RECOMMENDED, AND A BRIEF PRECIS IS GIVEN OF EACH, TOGETHER WITH ORDERING INFORMATION. (DOCUMENT PREVIOUSLY CITED IN RIE AS ED 044 544.) (DB)

DESCRIPTORS

BOARD OF EDUCATION POLICY
EDUCATIONAL ADMINISTRATION
SCHOOL ADMINISTRATION
BOARDS OF EDUCATION
MEETINGS

AVAILABILITY: NATIONAL SCHOOL BOARDS ASSN. STATE NATIONAL BANK PLAZA, EVANSTON, ILL. 60201. (ONE FREE KIT WITH SEARCH CERTIFICATE, 1-3 KITS $2.00; 4-7 KITS $1.80; 8-10 KITS $1.60; 11 OR MORE KITS $1.50 PAYMENT SHOULD ACCOMPANY ORDERS UNDER $6.00.)

EDRS PRICE MF-$0.75 HC NOT ANVILABLE FOR EDRS. PLUS POSTAGE

BCBE 2.310 MATERIALS DISTRIBUTION

REPORT NUMBER	ED037822
TITLE	DEVELOPMENT OF A SCHOOL BOARD POLICY CODIFICATION SYSTEM AND SCHOOL BOARD POLICY INFORMATION CLEARINGHOUSE. FINAL REPORT.
AUTHOR(S)	DICKINSON, WILLIAM E.
SOURCE	NATIONAL SCHOOL BOARDS ASSOCIATION, EVANSTON, ILL.
NOTE	69 P.
PUB DATE	28 FEB 70

ABSTRACT

WRITTEN POLICY BY LOCAL SCHOOL BOARDS IS ESSENTIAL FOR EFFICIENT OPERATION OF THE TOTAL EDUCATIONAL PROGRAM. AT LEAST ONE-HALF OF THE NATION'S 20,000 SCHOOL BOARDS HAVE NOT ESTABLISHED A WRITTEN POLICY STATEMENT OR KEPT ONE UPDATED WITH NEW METHODS. THIS RESEARCH ESTABLISHED A TAXONOMY OF TERMS THAT SHOULD BE INCLUDED IN SUCH A STATEMENT ALONG WITH EXHIBIT DOCUMENTS THAT ILLUSTRATE THE TAXONOMY. THE 12 TERMS ARE SCHOOL DISTRICT ORGANIZATION, SCHOOL BOARD OPERATIONS, BUSINESS MANAGEMENT, FACILITY EXPANSION PROGRAM, STUDENTS, GENERAL PUBLIC RELATIONS, FISCAL MANAGEMENT, GENERAL SCHOOL ADMINISTRATION, PERSONNEL, NEGOTIATIONS, INSTRUCTIONAL PROGRAM, INTERORGANIZATIONAL RELATIONS, AND RELATIONS WITH OTHER EDUCATION AGENCIES. RECOMMENDATIONS INCLUDE (1) DEVELOPING WORKSHOPS FOR SCHOOL BOARD MEMBERS AND SCHOOL ADMINISTRATORS IN POLICY DEVELOPMENT, (2) DEVELOPING AN INFORMATION CLEARINGHOUSE IN POLICY DEVELOPMENT, AND (3) ADAPTING THIS RESEARCH TO COMMUNITY COLLEGE GOVERNING BOARDS. (LN)

DESCRIPTORS

ADMINISTRATIVE POLICY
BOARD OF EDUCATION POLICY
EXHIBITS
MANUALS
TAXONOMY
BOARD ADMINISTRATOR RELATIONSHIP
BOARDS OF EDUCATION
GUIDES
POLICY FORMATION

EDRS PRICE MF-$0.75 HC-$3.15 PLUS POSTAGE

BCBG 2.314 VOTING METHODS

REPORT NUMBER ED091830

TITLE MODELS, ANALYSIS AND INTERPRETATION OF EDUCATION TRUSTEE VOTING BEHAVIOR.

AUTHOR(S) LAWTON, STEPHEN B.

NOTE 25 P.; PRESENTED AT THE ANNUAL CONFERENCE OF THE CANADIAN SOCIETY FOR THE STUDY OF EDUCATION (TORONTO, ONTARIO, JUN 1974)

PUB DATE JUN 74

ABSTRACT

THE UNDERSTANDING OF THE POLITICAL BEHAVIOR OF SCHOOL BOARDS CAN BE ADVANCED BY CONDUCTING FACTOR ANALYSIS OF THE VOTING RECORDS OF TRUSTEES. WHILE THE APPLICATION OF THESE METHODS IS GENERALLY APPROPRIATE, DIFFERENCES IN SUBJECT MATTER HIGHLIGHT THE PROBLEM OF INFERRING POLITICAL THEORY FORM NUMBERICAL DATA. IN THIS PAPER, SEVERAL DIFFERENT POLITICAL MODELS FOR EXPLAINING TRUSTEE VOTING BEHAVIOR ARE POSTULATED--MODELS WHICH, IN FACT, HAVE IDENTICAL REPRESENTATIONS IN TERMS OF RECORDED VOTES AND, HENCE, FACTOR PATTERNS. FURTHER, ACTUAL VOTING RECORDS OF TWO BOARDS ARE ANALYZED IN ORDER TO ILLUSTRATE TWO DIFFERENT TYPED OF VOTING BEHAVIOR. EXPLANATIONS FOR THESE DIFFERENCES REQUIRE ADDITIONAL KNOWLEDGE CONCERNING VARIABLES OTHER THAN THE VOTES THEMSELVES. FINALLY, THERE IS A DISCUSSION OF SOME OF THE MODES OF ANALYSIS CURRENTLY IN USE WITH RECOMMENDATIONS AS TO THE BEST ALTERNATIVES. (AUTHOR/DN)

DESCRIPTORS

BEHAVIOR PATTERNS
BOARDS OF EDUCATION
GOVERNING BOARDS
POLICY FORMATION
POLITICAL SCIENCE
RESEARCH
VOTING
BOARD OF EDUCATION POLICY
FACTOR ANALYSIS
MODELS
POLITICAL ATTITUDES
POLITICS
STATISTICAL ANALYSIS

IDENTIFIERS

POLITICAL BEHAVIOR
VOTING BEHAVIOR

EDRS PRICE MF-$0.75 HC-$1.50

BCBH 2.315 MINUTES OF THE BOARD MEETING

REPORT NUMBER ED077082

TITLE EASTON'S DEMAND PROCESSING IN THE SCHOOL DISTRICTS OF TWO STATES

AUTHOR(S) MICHEL, GEORGE J.

NOTE 11 P.

PUB DATE MAR 73

ABSTRACT

THIS STUDY PRODUCES DEMONSTRABLE EVIDENCE THAT CONTENT ANALYSIS OF SCHOOL BOARD MINUTES IS A USEFUL AND PROMISING METHODOLOGY FOR STUDYING DEMAND PROCESSING. DEMAN PROCESSING IS THE CONVERSION TO OUTPUTS OF THE DEMANDS, NEEDS, DESIRES, OR INPUTS PRESENTED TO THE SCHOOL BOARD. USE OF THE TECHNIQUE IN A SCHOOL DISTRICT IN EACH OF TWO STATES SHOWED THAT MOST INPUT DEMANDS OF A SCHOOL DISTRICT BEGIN WITH THE STATE EDUCATIONAL AGENCIES AND SEEM GUIDED BY AN APPARENT STATE OBJECTIVE TO PROVIDE AND MAINTAIN PUBLIC EDUCATION. IN CALIFORNIA, THE STATE DOMINATED DEMANDS IN TWO AREAS--SCHOOL FINANCE AND SCHOOL FACILITIES; WHILE, IN NEW YORK, THERE DID NOT APPEAR TO BE AN EQUAL PRESS IN THESE AREAS. IT WAS ALSO TRUE, HOWEVER, THAT FEDERAL AGENCIES ACCOUNTED FOR MOST DEMANDS IN ANOTHER FINANCE AREA OF FEDERAL AID, BUT THE DEMANDS WERE PROPORTIONALLY FEW AND MOST WERE ROUTINE. GREATER DIFFERENCES WERE FOUND BETWEEN THE DISTRICTS IN CURRICULUM, PERSONNEL, AND ISSUES OF GENERAL CONCERN. (AUTHOR)

DESCRIPTORS

BOARDS OF EDUCATION
CONTENT ANALYSIS
EDUCATIONAL FINANCE
INFORMATION UTILIZATION
MEETINGS
PUBLIC SCHOOL SYSTEMS
STATISTICAL STUDIES
COMPARATIVE ANALYSIS
CURRICULUM
FACILITIES
INPUT OUTPUT ANALYSIS
PERSONNEL
RESEARCH METHODOLOGY

IDENTIFIERS

CALIFORNIA
NEW YORK
DEMAND PROCESSING

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

BCBI 2.316 PUBLIC PARTICIPATION

REPORT NUMBER ED018007

TITLE TEACHER-ADMINISTRATOR-SCHOOL BOARD RELATIONSHIPS.

AUTHOR(S) HOOKER, CLIFFORD P.; MUELLER, VAN D.

SOURCE EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL OF THE TWIN CITIES METROPOLITAN AREA, INC., MINNEAPOLIS, MINN.; MINNESOTA UNIV., MINNEAPOLIS. DEPT. OF EDUCATIONAL ADMINISTRATION

NOTE 117 P.

PUB DATE JAN 67

ABSTRACT

AT A WORKSHOP ON TEACHER-ADMINISTRATOR-SCHOOL BOARD RELATIONSHIPS HELD OCTOBER 12-15, 1966, AT HUDSON, WISCONSIN, MAJOR PRESENTATIONS CONCERNING COLLECTIVE BARGAINING IN EDUCATION WERE MADE BY FIFTEEN AUTHORITIES. THESE HAVE BEEN COMBINED INTO 12 CHAPTERS--(1) 'THE LAW PERTINENT TO COLLECTIVE BARGAINING IN THE U.S.,' (2) 'THE LAW PERTINENT TO COLLECTIVE BARGAINING IN MINNESOTA,' (3) 'REPRESENTATION ELECTIONS, CERTIFICATION, ETC.,' (4) 'THE ROLE OF MANAGEMENT IN NEGOTIATIONS--PRINCIPLES AND PREPARATIONS,' (5) 'MANAGEMENT IN NEGOTIATIONS,' (6) 'THE EMERGENT ROLE OF TEACHERS,' (7) 'THE SCOPE OF NEGOTIATIONS,' (8) 'NEGOTIATION STRATEGIES AND TACTICS,' (9) 'IMPASSES AND ALTERNATIVES--MOCK NEGOTIATIONS,' (10) 'CONTRACT ADMINISTRATION,' (11) 'THE IMPACT OF COLLECTIVE BARGAINING ON SCHOOL BOARDS AND SCHOOL ADMINISTRATORS,' AND (12) 'GRIEVANCES--IMPASSE.' THIS DOCUMENT IS TAKEN FROM THE TRANSCRIPTS OF THE PROCEEDINGS OF THE WORKSHOP ON TEACHER-ADMINISTRATOR-SCHOOL BOARD RELATIONSHIPS (HUDSON, WISCONSIN, OCTOBER 12-15, 1966) AND IS ALSO AVAILABLE FOR $2.00 FROM THE EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL OF THE TWIN CITIES METROPOLITAN AREA, INC., 211 BURTON HALL, UNIVERSITY OF MINNESOTA, MINNEAPOLIS, MINNESOTA 55455. (JK)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
BOARD ADMINISTRATOR RELATIONSHIP
COLLECTIVE BARGAINING
CONTRACTS
GRIEVNACE PROCEDURES
SUPERINTENDENT ROLE
TEACHER ASSOCIATIONS
TEACHER STRIKES
ADMINISTRATOR ROLE
BOARDS OF EDUCATION
COLLECTIVE NEGOTIATION
EMPLOYER EMPLOYEE RELATIONSHIP
STATE LAWS
TEACHER ADMINISTRATOR RELATIONSHIP
TEACHER ROLE

IDENTIFIERS

MINNEAPOLIS

EDRS PRICE MF-$0.75 HC-$5.40 PLUS POSTAGE

BCBI 2.316 PUBLIC PARTICIPATION

REPORT NUMBER ED091492

TITLE PARTICIPATION OF THE BLACK COMMUNITY IN SELECTED ASPECTS OF THE EDUCATIONAL INSTITUTION OF NEWARK, 1958-1972. FINAL REPORT.

AUTHOR(S) PHILLIPS, W. M., JR.; AND OTHERS

SOURCE RUTGERS, THE STATE UNIV., NEW BRUNSWICK, N.J.

NOTE 408 P.

PUB DATE JUL 73

ABSTRACT

THIS DOCUMENT IS THE FINAL REPORT OF A TWO-YEAR STUDY OF THE INTERDEPENDENCY OF RACE AND EDUCATION IN NEWARK, NEW JERSEY. THE REPORT IS ORGANIZED INTO SECTIONS DESCRIBING HOW THE RESEARCH WAS PERFORMED AND PRESENTS THE RESULTS ON A SET OF TOPICS DEFINED AS CENTRAL FOR PROVIDING A USEFUL UNDERSTANDING OF THE COMPLEX INTERRELATIONSHIPS OF RACE AND EDUCATION. THREE PURPOSES WERE IN MIND IN DESIGNING THIS STUDY. FIRST, THERE WAS THE FUNDAMENTAL CURIOSITY TO DISCOVER THE CHANGING NATURE OF PARTICIPATION BY THE BLACK COMMUNITY OF NEWARK IN THE CREATION AND IMPLEMENTATION OF PUBLIC EDUCATIONAL POLICY. THIS GENERAL PURPOSE WAS TRANSFORMED INTO AN EMPIRICAL DESCRIPTION AND ANALYSIS OF BLACK INVOLVEMENT IN SELECTED ASPECTS OF THE EDUCATIONAL INSTITUTION. A SECOND BASE PURPOSE WAS TO DEVELOP AN INTERPRETATIVE UNDERSTANDING OF THE CHANGES WHICH OCCURRED IN THE AREAS OF RACE AND EDUCATION. THE INTENT WAS TO DEVELOP A MODEL OF CHANGE THAT MADE SENSE OF THE EVENTS EXPERIENCED BY THE RESEARCHERS, AS WELL AS PERMITTING SOME DEGREE OF PREDICTION. THE THIRD BASIC PURPOSE WAS TO GAIN SYSTEMATIC INSIGHTS THAT HAVE APPLIED SIGNIFICANCE FOR THOSE CONCERNED WITH REVITALIZATION OF THE BLACK COMMUNITY AND IN THE IMPROVEMENT OF THE EDUCATIONAL INSTITUTION IN NEWARK. (AUTHOR/JM)

DESCRIPTORS

BLACK COMMUNITY
COMMUNITY INVOLVEMENT
EDUCATIONAL CHANGE
EDUCATIONAL SOCIOLOGY
MEETINGS
PUBLIC POLICY
SOCIAL CHANGE
BOARDS OF EDUCATION
COMMUNITY LEADERS
EDUCATIONAL POLICY
FAMILY CHARACTERISTICS
POLICY FORMATION
SCHOOL COMMUNITY RELATIONSHIP
URBAN EDUCATION

IDENTIFIERS

NEW JERSEY

EDRS PRICE MF-$0.75 HC-$19.80 PLUS POSTAGE

BCBI 2.316 PUBLIC PARTICIPATION

REPORT NUMBER ED015529

TITLE EDUCATION AND PUBLIC UNDERSTANDING. SECOND EDITION. EXPLORATION SERIES IN EDUCATION.

AUTHOR(S) MCCLOSKEY, GORDON

PUB DATE 67

ABSTRACT

THE SECOND EDITION OF A 1959 STUDY EXAMINES THE IMPLICATIONS OF RECENT RESEARCH AND MODERN COMMUNICATION MEDIA FOR PROVIDING EDUCATORS WITH THE CAPACITY TO OBTAIN PUBLIC MORAL AND FINANCIAL SUPPORT FOR SCHOOLS. CITIZEN SUPPORT OF EDUCATION DEPENDS LARGELY ON THE AVAILABILITY AND DISCUSSION OF PERTINENT INFORMATION. BASED ON THE PRINCIPLE THAT CITIZENS HAVE A RIGHT TO BE INFORMED AND THE EVIDENCE THAT FREE PEOPLE AWARD THEIR SUPPORT TO MATTERS THEY UNDERSTAND AND VALUE, PROCEDURES ARE OUTLINED BY WHICH ADMINISTRATORS, TEACHERS, AND SCHOOL BOARDS CAN CREATE GENUINE PUBLIC UNDERSTANDING, INCLUDING WAYS OF ESTABLISHING EFFECTIVE WORKING RELATIONSHIPS WITH THE MEDIA OF NEWSPAPERS, TELEVISION, AND RADIO. VALUES AND LIMITATIONS OF SCHOOL PUBLICATIONS ARE ANALYZED AND PRODUCTION TECHNIQUES ARE SUMMARIZED. WHILE ADMINISTRATORS ARE PRIMARILY RESPONSIBLE FOR ACHIEVING PUBLIC UNDERSTANDING OF EDUCATION, TEACHERS PLAY A VITAL ROLE IN WORKING WITH PUPILS, PARENTS, ORGANIZATIONS, AND MASS MEDIA TO GAIN APPRECIATION OF THE FUNCTIONS AND VALUES OF SCHOOLING. IN THEIR RELATIONSHIP WITH THE SCHOOL SUPERINTENDENT, SCHOOL BOARD MEMBERS MAKE A SPECIAL CONTRIBUTION TO PUBLIC UNDERSTANDING. A CASE STUDY ILLUSTRATES HOW A SCHOOL ADMINISTRATOR IN A TYPICAL COMMUNITY CAN UTILIZE THE FACTS AND IDEAS PRESENTED IN THE STUDY. THIS DOCUMENT IS PUBLISHED BY HARPER AND ROW, PUBLISHERS, INC., 49 EAST 33RD STREET, NEW YORK, NEW YORK 10016, 622 PAGES, $9.95. (JK)

DESCRIPTORS

ADMINISTRATOR RESPONSIBILITY
CITIZEN PARTICIPATION
FINANCIAL SUPPORT
MOTIVATION
PARENT SCHOOL RELATIONSHIP
PUBLIC RELATIONS
RADIO
SCHOOL PUBLICATIONS
TEACHER ROLE
BOARDS OF EDUCATION
COMMUNICATIONS
MASS MEDIA
NEWSPAPERS
PUBLICIZE
PUBLIC SUPPORT
SCHOOL COMMUNITY RELATIONSHIP
STUDENT TEACHER RELATIONSHIP
TELEVISION

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

BCBJA 2.318 INFORMATION RELEASES TO MEDIA

REPORT NUMBER ED114997

TITLE PRESS AND COMMUNITY RELATIONS. WHAT EVERY SCHOOL BOARD MEMBER SHOULD KNOW SERIES, VOL. 4

AUTHOR(S) MOVSHOVITZ, HELEN

SOURCE NEW JERSEY SCHOOL BOARDS ASSOCIATION, TRENTON.

NOTE 106 P.

PUB DATE 75

ABSTRACT

DESIGNED TO SERVE AS A HANDY AND USEFUL REFERENCE FOR EVERYONE IN THE EDUCATION COMMUNITY, THIS HANDBOOK OFFERS AN OVERVIEW OF WHAT A SCHOOL PUBLIC RELATIONS PROGRAM SHOULD DO AND A GENERAL GUIDE TO CONSTRUCTING A PROGRAM THAT HAS A GOOD CHANCE TO SUCCEED. IT IS INTENDED TO MAKE EVIDENT THAT GREAT NEED FOR EVERYONE CONNECTED WITH THE SCHOOL TO COMMUNICATE WITH THE PUBLIC ON A STRAIGHFORWARD, THOROUGH, AND CONTINUING BASIS. THE GUIDELINES AND IDEAS CONTAINED ARE OFFERED AS SUGGESTIONS RATHER THAN AS HARD AND FAST RULES. CHAPTERS DISCUSS THE NEED FOR PUBLIC SCHOOLS TO COMMUNICATE, THE FOUNDATION OF A PUBLIC RELATIONS PROGRAM, THE DESIGN OF THE PROGRAM, WHO SHOULD COMMUNICATE, THE MEDIA, THE PRODUCTION OF PUBLICATIONS, BUDGET ELECTIONS AND BOND REFERENDUMS, THE BOARD MEETING'S PLACE IN THE PUBLIC RELATIONS PROGRAM, CRITICISM AND CRISES, AND EVALUATION AND FEEDBACK. NUMEROUS APPENDIXES CONTAIN SUGGESTIONS FROM OTHER SOURCES. A BIBLIOGRAPHY IS INCLUDED. (AUTHOR/IRT)

DESCRIPTORS

BOARD OF EDUCATION ROLE
BOND ISSUES
ELEMENTARY SECONDARY EDUCATION
NEWSPAPERS
PROGRAM DESIGN
RADIO
SCHOOL COMMUNITY RELATIONSHIP
TELEVISION
BOARDS OF EDUCATION
COMMUNICATION (THOUGHT TRANSFER)
NEWS MEDIA
ORGANIZATIONAL COMMUNICATION
PUBLIC RELATIONS
SCHOOL BUDGET ELECTIONS
SCHOOL PUBLICATIONS
VOTING

AVAILABILITY: NEW JERSEY BOARDS ASSOCIATION, P. O. BOX 909, TRENTON, N.J. 08605 ($3.50)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

BCBJA 2.318 INFORMATION RELEASES TO MEDIA

REPORT NUMBER ED015529

TITLE EDUCATION AND PUBLIC UNDERSTANDING. SECOND EDITION. EXPLORATION SERIES IN EDUCATION.

AUTHOR(S) MCCLOSKEY, GORDON

PUB DATE 67

ABSTRACT

THE SECOND EDITION OF A 1959 STUDY EXAMINES THE IMPLICATIONS OF RECENT RESEARCH AND MODERN COMMUNICATION MEDIA FOR PROVIDING EDUCATORS WITH THE CAPACITY TO OBTAIN PUBLIC MORAL AND FINANCIAL SUPPORT FOR SCHOOLS. CITIZEN SUPPORT OF EDUCATION DEPENDS LARGELY ON THE AVILABILITY AND DISCUSSION OF PERTINENT INFORMATION. BASED ON THE PRINCIPLE THAT CITIZENS HAVE A RIGHT TO BE INFORMED AND THE EVIDENCE THAT FREE PEOPLE AWARD THEIR SUPPORT TO MATTERS THEY UNDERSTAND AND VALUE, PROCEDURES ARE OUTLINED BY WHICH ADMINISTRATORS, TEACHERS, AND SCHOOL BOARDS CAN CREATE GENUINE PUBLIC UNDERSTANDING, INCLUDING WAYS OF ESTABLISHING EFFECTIVE WORKING RELATIONSHIPS WITH THE MEDIA OF NEWSPAPERS, TELEVISION, AND RADIO. VALUES AND LIMITATIONS OF SCHOOL PUBLICATIONS ARE ANALYZED AND PRODUCTION TECHNIQUES ARE SUMMARIZED. WHILE ADMINISTRATORS ARE PRIMARILY RESPONSIBLE FOR ACHIEVING PUBLIC UNDERSTANDING OF EDUCATION, TEACHERS PLAY A VITAL ROLE IN WORKING WITH PUPILS, PARENTS, ORGANIZATIONS, AND MASS MEDIA TO GAIN APPRECIATION OF THE FUNCTIONS AND VALUES OF SCHOOLING. IN THEIR RELATIONSHIP WITH THE SCHOOL SUPERINTENDENT, SCHOOL BOARD MEMBERS MAKE A SPECIAL CONTRIBUTION TO PUBLIC UNDERSTANDING. A CASE STUDY ILLUSTRATES HOW A SCHOOL ADMINISTRATOR IN A TYPICAL COMMUNITY CAN UTILIZE THE FACTS AND IDEAS PRESENTED IN THE STUDY. THIS DOCUMENT IS PUBLISHED BY HARPER AND ROW, PUBLISHERS, INC., 49 EAST 33RD STREET, NEW YORK, NEW YORK 10016, 622 PAGES, $9.95. (JK)

DESCRIPTORS

ADMINISTRATOR RESPONSIBILITY
CITIZEN PARTICIPATION
FINANCIAL SUPPORT
MOTIVATION
PARENT SCHOOL RELATIONSHIP
PUBLIC RELATIONS
RADIO
SCHOOL PUBLICATIONS
TEACHER ROLE
BOARDS OF EDUCATION
COMMUNICATIONS
MASS MEDIA
NEWSPAPERS
PUBLICIZE
PUBLIC SUPPORT
SCHOOL COMMUNITY RELATIONSHIP
STUDENT TEACHER RELATIONSHIP
TELEVISION

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

BD 2.40 POLICY DEVELOPMENT

REPORT NUMBER EJ101858

TITLE IDEOLOGY AND PUBLIC SCHOOL POLICY-MAKING

AUTHOR(S) MITCHELL, DOUGLAS E.

PUB DATE APR 74

ABSTRACT

THIS STUDY LOCATED SIGNIFICANT PATTERNS WITHIN THE THOUGHT SYSTEMS OF SIXTY-THREE INFLUENTIAL LEADERS IN THREE SOUTHERN CALIFORNIA SCHOOL DISTRICTS AND DISCUSSED THE IMPLICATIONS FOR SCHOOL POLICY. (AUTHOR/SF)

DESCRIPTORS

URBAN EDUCATION
PERSONAL VALUES
EDUCATIONAL PHILOSOPHY
COMMUNITY LEADERS
SCHOOL POLICY
SOCIAL VALUES
SCHOOL SUPERINTENDENTS
SCHOOL ATTITUDES

IDENTIFIERS

SOUTHERN CALIFORNIA

CITATION URBAN EDUCATION; 9; 1; 35-59

BD 2.40 POLICY DEVELOPMENT

REPORT NUMBER EJ052897

TITLE THE ROLE OF EMPIRICAL RESEARCH IN EDUCATIONAL PLANNING AND POLICY-MAKING

AUTHOR(S) AURIN, KURT

PUB DATE WIN 69/70

DESCRIPTORS

EDUCATIONAL OBJECTIVES
EDUCATIONAL RESEARCH
RESEARCH METHODOLOGY
EDUCATIONAL PLANNING
POLICY FORMATION
RESEARCH UTILIZATION

IDENTIFIERS

EMPIRICAL RESEARCH
WEST GERMANY

CITATION WESTERN EUROPEAN EDUCATION; 1; 4; 74-92

BD 2.40 POLICY DEVELOPMENT

REPORT NUMBER EJ014001

TITLE THE POWER SHIFT--POLICY FORMULATION IN TRANSITION

AUTHOR(S) MCANDREWS, J. BRIGGS

PUB DATE 69 NOV

DESCRIPTORS
ACTIVISM
DECISION MAKING
GOVERNMENT ROLE
POWER STRUCTURE
BOARDS OF EDUCATION
EDUCATIONAL POLICY
POLICY FORMATION
TEACHER MILITANCY

CITATION CLEARING HOUSE; 44; 3; 161-163

BD 2.40 POLICY DEVELOPMENT

REPORT NUMBER EJ092102

TITLE CITIZENSHIP EDUCATION: POLICY AND PRACTICE IN THE ELEMENTARY GRADES

AUTHOR(S) BROWNE, WILLIAM P.

PUB DATE NOV/DEC 73

ABSTRACT

THIS ARTICLE EXAMINES EDUCATIONAL POLICY AS IT RELATES TO THE POLITICAL SOCIALIZATION OF CHILDREN AND THE UTILIZATION OF AVAILABLE RESEARCH ON THE TOPIC. (EDITOR)

DESCRIPTORS
CITIZENSHIP
POLITICAL SOCIALIZATION
CHILDREN
EDUCATIONAL PRACTICE
PRINCIPALS
EDUCATIONAL POLICY
ELEMENTARY SCHOOLS
RESEARCH DESIGN
SCHOOL SUPERINTENDENTS
TEACHER ATTITUDES

CITATION EDUCATION; 94; 2; 149-59

BD 2.40 POLICY DEVELOPMENT

REPORT NUMBER EJ034341

TITLE MAKING SCHOOL BOARD POLICY TODAY CALLS FOR A SECRET INGREDIENT: COURAGE

AUTHOR(S) PAGE, RUTH

PUB DATE 70

ABSTRACT

TO GOVERN THE SCHOOLS WELL IN TODAY'S CLIMATE OF CONFRONTATION AND CONFLICT, SCHOOL BOARD MEMBERS MUST BE READY AND WILLING TO MAKE UNPOPULAR DECISIONS WHEN NECESSARY. (AUTHOR)

DESCRIPTORS
BOARD OF EDUCATION POLICY
POLICY FORMATION
SCHOOL SUPERINTENDENTS

CITATION UPDATING SCHOOL BOARD POLICIES; 1; 12; 1-3

BD 2.40 POLICY DEVELOPMENT also, BDBB 2.403

REPORT NUMBER EJ034337

TITLE BOARDS MAKE POLICY. EXECUTIVES CARRY IT OUT. OH? IS IT REALLY THAT SIMPLE?

AUTHOR(S) TRECKER, HARLEIGH B.

PUB DATE 70

ABSTRACT

POLICYMAKING SHOULD PROCEED IN AN ATMOSPHERE OF OPENNESS AND SHARING, WITH MAXIMUM PARTICIPATION ON THE PART OF THE PEOPLE INVOLVED. (AUTHOR)

DESCRIPTORS
BOARD OF EDUCATION POLICY
PARTICIPATION
SCHOOL SUPERINTENDENTS
DECISION MAKING
POLICY FORMATION

CITATION UPDATING SCHOOL BOARD POLICIES; 1; 7; 1-3, 6

BD 2.40 POLICY DEVELOPMENT

REPORT NUMBER EJ071233

TITLE EDUCATIONAL POLICY MAKING BECOMES PUBLIC EDUCATION: THE WORK AND TIMES OF THE COMMISSION ON POST-SECONDARY EDUCATION IN ONTARIO

AUTHOR(S) HOLLAND, JOHN W.

PUB DATE DEC 72

ABSTRACT

SEVERAL QUESTIONS FOR EDUCATIONAL POLICY RESPONSE ARE RAISED IN THIS CRITIQUE OF THE DRAFT REPORT OF THE COMMISSION ON POST SECONDARY EDUCATION IN ONTARIO, CANADA. (JH)

DESCRIPTORS

EDUCATIONAL BENEFITS
EDUCATIONAL ECONOMICS
EDUCATIONAL POLICY
MANPOWER DEVELOPMENT
POST SECONDARY EDUCATION
EDUCATIONAL DEMAND
EDUCATIONAL PLANNING
EDUCATIONAL SUPPLY
POLICY FORMATION

IDENTIFIERS

CANADA

CITATION EDUCATIONAL PLANNING; 2; 3; 22-37

BD 2.40 POLICY DEVELOPMENT

REPORT NUMBER EJ032686

TITLE EDUCATIONAL POLICY AND SCHOOLS AS ORGANIZATIONS

AUTHOR(S) WILLOWER, DONALD J.

PUB DATE JAN 71

DESCRIPTORS

EDUCATIONAL POLICY
SCHOOL ORGANIZATION
TEACHER CHARACTERISTICS
POLICY FORMATION
STUDENT CHARACTERISTICS

CITATION EDUCATIONAL FORUM; 35; 2; 207-13

BD 2.40 POLICY DEVELOPMENT also, BDBC 2.404

REPORT NUMBER ED047364

TITLE POLICIES FOR COPING WITH THE CRITICS. A SCHOOL BOARD POLICY DEVELOPMENT KIT.

SOURCE NATIONAL SCHOOL BOARDS ASSOCIATION, WATERFORD, CONN. EDUCATIONAL POLICIES SERVICE.

NOTE 28 P.; CAT. NO. 70-60

PUB DATE DEC 70

ABSTRACT

WRITTEN SCHOOL BOARD POLICIES CAN DEMONSTRATE THAT BOARDS WELCOME IDEAS FROM THE PEOPLE, THAT THERE ARE PROPER PROCEDURES FOR GETTING A HEARING ON COMPLAINTS, AND THAT STAFF AND CURRICULUM WILL BE PROTECTED FROM PRESSURE. THE SAMPLE SCHOOL BOARD POLICIES, ADMINISTRATIVE RULES, AND INFORMATION STATEMENTS IN THIS KIT ARE INTENDED TO FACILITATE THE TASK OF DEVELOPING GOOD PROCEDURE IN SEVERAL PERTINENT POLICY AREAS--THE HANDLING OF COMPLAINTS, THE TEACHING OF CONTROVERSIAL ISSUES, AND ACADEMIC FREEDOM. CRITERIA FOR EVALUATING A BOARD'S RESPONSIVENESS TO THE COMMUNITY, SUGGESTED FORMS FOR RECONSIDERATION OF BOOKS OR SOCIAL STUDIES MATERIALS, AND A GUIDE TO FURTHER READING ARE ALSO PROVIDED. (AUTHOR/JF)

DESCRIPTORS

ACADEMIC FREEDOM
BOARDS OF EDUCATION
COMMUNITY CONTROL
POLICY FORMATION
SCHOOL COMMUNITY COOPERATION
BOARD OF EDUCATION POLICY
CENSORSHIP
GUIDELINES
PUBLIC RELATIONS
SCHOOL COMMUNITY RELATIONSHIP

AVAILABILITY: NATIONAL SCHOOL BOARDS ASSOCIATION, STATE NATIONAL BANK PLAZA, EVANSTON, ILLINOIS 60201 (CAT. #70-60, 1-3 KITS $2.00 QUANTITY DISCOUNTS.)

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

BD 2.40 POLICY DEVELOPMENT

REPORT NUMBER ED064784

TITLE BOARD POLICIES ON POLICY DEVELOPMENT. EDUCATIONAL POLICIES DEVELOPMENT KIT.

SOURCE NATIONAL SCHOOL BOARDS ASSOCIATION, WATERFORD, CONN. EDUCATIONAL POLICIES SERVICE.

NOTE 29 P.

PUB DATE JUN 72

ABSTRACT

THIS IS THE 16TH IN A CONTINUING SERIES OF KIT-BOOKLETS ISSUED TO HELP SCHOOL BOARDS DEVELOP WRITTEN POLICIES IN KEY SUBJECT AREAS. THE MATERIAL SUPPORTS THE CONTENTION THAT A SET OF WELL-DEFINED POLICIES ON BOARD POLICY DEVELOPMENT AND ADMINISTRATIVE EXECUTION OF POLICIES REDUCES THE LIKELIHOOD OF TROUBLE AND TENDS TO ELIMINATE INSTANT, SLOPPY, CONTRADICTORY, DICTATORIAL, OR ILLEGAL POLICYMAKING. THIS BOOKLET PROVIDES SAMPLES OF POLICIES TO ENCOURAGE THINKING IN POLICY TERMS AND TO PROVIDE WORKING PAPERS TO BE EDITED, MODIFIED, OR ADAPTED TO MEET LOCAL REQUIREMENTS. SUBJECT AREAS COVERED INCLUDE A POLICY DEVELOPMENT SYSTEM, POLICY DRAFTING, POLICY ADOPTION, POLICY DISSEMINATION, POLICY REVIEW, ADMINISTRATIVE RULES REVIEW, ADMINISTRATION IN POLICY ABSENCE, SUSPENSION OF POLICIES, AND POLICY IMPLEMENTATION. (AUTHOR/JF)

DESCRIPTORS

ADMINISTRATIVE PRINCIPLES
BOARDS OF EDUCATION
GUIDELINES
POLICY FORMATION
STAFF ROLE
BOARD OF EDUCATION POLICY
COMMUNITY INVOLVEMENT
LEGAL RESPONSIBILITY
SCHOOL POLICY
STUDENT ROLE

AVAILABILITY: NATIONAL SCHOOL BOARDS ASSOCIATION, STATE NATIONAL BANK PLAZA, EVANSTON, ELLINOIS 60201 (KIT #72-39, 1-3 KITS $2.00 QUANTITY DISCOUNTS

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

BD 2.40 POLICY DEVELOPMENT

REPORT NUMBER EJ099434

TITLE SCHOOL BOARD MANUAL OF POLICY AND LAW: A PROCEDURE FOR CODIFYING LOCAL BOARD POLICIES AND REGULATIONS AND COLLECTING SCHOOL LAW

AUTHOR(S) PHAY, ROBERT E.; WINSLOW, EDWARD C.

PUB DATE APR 74

ABSTRACT

THE ONLY WAY TO COPE WITH THE PLETHORA OF FEDERAL AND STATE LAWS AND REGULATIONS IS TO COLLECT AND CATEGORIZE IT IN A SYSTEMATIC WAY AND TO INTEGRATE IT WITH CAREFULLY DEVELOPED LOCAL BOARD POLICIES AND REGULATIONS ON THE MAJOR AREAS OF SCHOOL OPERATION. OUTLINES A PROCEDURE FOR DOING THAT JOB. (AUTHOR/JF)

DESCRIPTORS

BOARD OF EDUCATION POLICY
STATE LEGISLATION
BOARDS OF EDUCATION
SCHOOL LAW
INFORMATION RETRIEVAL
POLICY FORMATION
FEDERAL LEGISLATION
ADMINISTRATOR GUIDES
CODIFICATION

CITATION SCHOOL LAW BULLETIN; 5; 2; 1-5

BD 2.40 POLICY DEVELOPMENT

REPORT NUMBER EJ065820

TITLE HOW TO MAKE BOARD POLICIES THAT SAVE MONEY AND MISERY

PUB DATE OCT 72

DESCRIPTORS

BOARD OF EDUCATION POLICY
GUIDELINES
SCHOOL DISTRICT SPENDING
BOARDS OF EDUCATION
POLICY FORMATION

CITATION AMERICAN SCHOOL BOARD JOURNAL; 159; 16; 33-37

BD 2.40 POLICY DEVELOPMENT

REPORT NUMBER EJ055421

TITLE AN ANALYSIS OF CURRICULUM POLICY-MAKING

AUTHOR(S) KIRST, MICHAEL W.; WALKER, DECKER F.

PUB DATE APR 72

ABSTRACT

ARTICLE TALKS ABOUT WHO MAKES CURRICULUM DECISIONS AND THE PROBLEMS INVOLVED. DISCUSSES THE DIFFERENT PRESSURE GROUPS AND ORGANIZATIONS THAT HAVE INFLUENCE IN THE AREA OF CURRICULUM DECISIONS. (ML)

DESCRIPTORS

ADMINISTRATIVE AGENCIES
CURRICULUM PLANNING
GOVERNMENT ROLE
POLITICAL INFLUENCES
STANDARDS
BOARDS OF EDUCATION
EDUCATIONAL FINANCE
POLICY FORMATION
PROFESSIONAL ASSOCIATIONS
STATE DEPARTMENTS OF EDUCATION

CITATION EDUCATION DIGEST; 37; 8; 28-31

BD 2.40 POLICY DEVELOPMENT

REPORT NUMBER EJ072399

TITLE SCHOOL BOARDS MUST STRENGTHEN THEIR ROLE AS POLICYMAKERS--OR THEY WON'T SURVIVE

AUTHOR(S) MCGHEHEY, M. A.

PUB DATE FEB 73

DESCRIPTORS

BOARD OF EDUCATION POLICY
COMMUNITY CONTROL
POLICY FORMATION
BOARDS OF EDUCATION
GOVERNANCE
TEACHER ASSOCIATIONS

CITATION UPDATING SCHOOL BOARD POLICIES; 4; 2; 1-4

BD 2.40 POLICY DEVELOPMENT

REPORT NUMBER EJ041782

TITLE THE EFFECTIVENESS OF WRITTEN SCHOOL BOARD POLICIES

AUTHOR(S) SHANNON, THOMAS A.

PUB DATE JUL-AUG 71

DESCRIPTORS

ADMINISTRATIVE PERSONNEL	BOARD OF EDUCATION POLICY
BOARDS OF EDUCATION	GUIDELINES
POLICY FORMATION	

CITATION UPDATING SCHOOL BOARD POLICIES; 2; 7-8; 5,8

BD 2.40 POLICY DEVELOPMENT

REPORT NUMBER EJ131993

TITLE EDUCATION AND SOCIAL POLICY IN THE 1970'S

AUTHOR(S) RIST, RAY C.

PUB DATE JAN-FEB 76

ABSTRACT

SUGGESTS THAT TWO MAIN AREAS, WHERE AN UNDERSTANDING OF THE INTERRELATIONS OF POLITICAL AND PEDAGOGICAL CONCERNS IS THE KEY TO PRESENT DEBATES OVER THE THRUST OF EDUCATIONAL SOCIAL POLICY, ARE THOSE OF RESOURCE ALLOCATION AND SCHOOL SYSTEM ORGANIZATION. (AUTHOR/AM)

DESCRIPTORS

EDUCATIONAL POLICY	RESOURCE ALLOCATIONS
SCHOOL ORGANIZATION	POLICY FORMATION
EQUAL EDUCATION	EQUALIZATION AID
EDUCATIONAL ASSESSMENT	COST EFFECTIVENESS
MINORITY GROUP CHILDREN	SCHOOL INTEGRATION

CITATION SOCIETY; 13; 2; 73-78

BD 2.40 POLICY DEVELOPMENT

REPORT NUMBER ED080419

TITLE THEORY INTO PRACTICE: PROBLEMS OF RATIONAL POLICY-MAKING IN A WORLD WHERE THE NULL HYPOTHESIS DOMINATES.

AUTHOR(S) GILLESPIS, JUDITH A.; CHERRYHOLMES, CLEO H.

NOTE 32 P.; PAPER PRESENTED AT THE CONFERENCE, 'SOCIAL EDUCATION: AN EXAMINATION OF PURPOSES AND PERSPECTIVES,' (MICHIGAN STATE UNIVERSITY, LANSING, MAY, 1973)

PUB DATE 11 MAY 73

ABSTRACT

THE PURPOSES OF THIS PAPER ARE THREEFOLD: 1) TO EXPLORE SEVERAL WAYS IN WHICH RATIONAL POLICY-MAKING CAN BE APPROACHED; 2) TO DISCUSS VARIOUS PLAUSIBLE EXPLANANTIONS FOR THE FINDINGS AND INTERVENTION STRATEGIES WHICH SEEM TO BE CONSEQUENT WITH THOSE EXPLANATIONS; AND 3) TO DETERMINE THE STRENGTHS AND WEAKNESSES OF VARIOUS SPECIFIC INTERVENTION STRATEGIES IN LIGHT OF THE FINDINGS AND EXPLANATIONS. THE PROBLEM FACING EDUCATIONAL POLICY-MAKERS WHO DESIRE THE FURTHER EDUCATIONAL ACHIEVEMENT IN A WAY DICTATED BY EXPLICIT NORMATIVE THEORIES SPELLING OUT PURPOSES AND EMPIRICAL RESEARCH IS EXPLORED. ALTERNATIVE EXPLANANTIONS FOR NULL EDUCATIONAL RESEARCH FINDINGS ON STUDENT ACHIEVEMENT ARE DISCUSSED AND INTERVENTION STRATEGIES ASSOCIATED WITH EACH EXPLANATION ARE NOTED. IT IS CONCLUDED THAT THE MOST SALIENT ALTERNATIVES IN SOCIAL EDUCATION FALL LARGELY INTO THE SAME GENERAL APPROACH TO PROBLEM-SOLVING AND THAT THE SIGNIFICANTLY DIFFERENT SOCIAL ACTION ALTERNATIVES REQUIRE A COMPLEX SET OF DECISIONS REGARDING IMPLEMENTATION AND POTENTIAL EFFECTS ON ACHIEVEMENT. (AUTHOR/SHM)

DESCRIPTORS

BIBLIOGRAPHIC CITATIONS
EDUCATIONAL DEVELOPMENT
EDUCATIONAL PSYCHOLOGY
FUTURES (OF SOCIETY)
INTERVENTION
MODELS
PROBLEM SOLVING
SCHOOL POLICY
VALUES
DECISION MAKING
EDUCATIONAL POLICY
EDUCATIONAL THEORIES
GUIDELINES
LITERATURE REVIEWS
POLICY FORMATION
SCHOOL ORGANIZATION
SPEECHES

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

BD 2.40 POLICY DEVELOPMENT

REPORT NUMBER ED035103

TITLE DESIGN FOR A POLICY RESEARCH CENTER. FINAL REPORT.

AUTHOR(S) CROW, WAYMAN J.

SOURCE WESTERN BEHAVIORAL SCIENCES INST., LA JOLLA, CALIF.

NOTE 28 P.

PUB DATE 31 MAR 69

ABSTRACT

THIS REPORT DESCRIBES THE DESIGN OF A POLICY RESEARCH CENTER(PRC) FOR THE U.S. OFFICE OF EDUCATION. THE PRC WAS CONCEIVED AS A PLACE TO PRODUCE INFORMATION AND TO DEVELOP SYSTEMATIC WAYS OF UNDERSTANDING COMPLEX PROCESSES THAT WOULD HELP EDUCATIONAL POLICY PLANNERS (1) MAKE BETTER DECISIONS ABOUT CURRENT PROBLEMS, (2) ANTICIPATE THE FUTURE, AND (3) FORMULATE APPROPRIATE LONG-RANGE POLICIES. AFTER PROBING ETHICAL ISSUES, SURVEYING THE STATE OF KNOWLEDGE AND METHOD IN THE BEHAVIORAL SCIENCES, AND CONDUCTING PILOT STUDIES. A SET OF GUIDING ASSUMPTIONS AND ORIENTATIONS WAS GENERATED AND A PCR WAS DESIGNED. SPECIFIC SUGGESTIONS AND DETAILED PROCEDURES FOR A CENTER ARE PRESENTED, AS WELL AS SUMMARIES OF PILOT STUDIES AND CONCLUSIONS. (AUTHOR/DE)

DESCRIPTORS

BEHAVIORAL SCIENCE RESEARCH
DEMOCRATIC VALUES
EDUCATIONAL PLANNING
ETHICAL VALUES
INFORMATION DISSEMINATION
MASS MEDIA
PILOT PROJECTS
RESEARCH DESIGN
SIMULATION
BEHAVIORAL SCIENCES
EDUCATIONAL GAMES
EDUCATIONAL POLICY
GOAL ORIENTATION
INFORMATION SYSTEMS
MODELS
RESEARCH AND DEVELOPMENT CENTERS
SCIENTIFIC METHODOLOGY

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

BD 2.40 POLICY DEVELOPMENT also, KC 10.30

REPORT NUMBER ED041959

TITLE INSTITUTION BUILDING IN URBAN EDUCATION

AUTHOR(S) JANOWITZ, MORRIS

NOTE 128 P.

PUB DATE 69

ABSTRACT

THIS BOOK PRESENTS A SOCIOLOGICAL PERSPECTIVE ON THE ISSUES INVOLVED IN TRANSFERRING THE INSTITUTIONAL STRUCTURE OF INNER CITY SCHOOLS, AND DISCUSSES THE CLOSING OF THE GAP BETWEEN SOCIOLOGICAL ANALYSIS AND POLICY, AND PROFESSIONAL PRACTICE AND CITIZEN PARTICIPATION. EXAMINING THE PUBLISHED AND UNPUBLISHED STUDIES OF EXPERIMENTAL PROGRAMS IN URBAN EDUCATION, AND VARIOUS SURVEYS AND PROPOSALS FOR REORGANIZING PUBLIC SCHOOL SYSTEMS, THE BOOK FOCUSES ON THE FOLLOWING AREAS: THE SLUM SCHOOL AND CONTEMPORARY SOCIETY, THE ORGANIZATIONAL FORMAT OF THE PUBLIC SCHOOL SYSTEM, ALTERNATIVE MODELS OF CHANGE, OPERATIONAL ELEMENTS OF THE SCHOOL SYSTEM, AND SCHOOL-COMMUNITY RELATIONS. FOR INNER CITY EDUCATION, THE BASIC IMPLICATIONS OF THE SPECIALIZATION AND THE AGGREGATION MODELS ARE HELD TO REST ON POLITICAL ISSUES OF FEDERAL VERSUS STATE AND LOCAL CONTROL, AND GEARED TO BE RELEVANT TO THE DIFFERING FORMS OF CONTROL. THE NOTION OF THE AGGREGATION MODEL, HOWEVER, IS CONCLUDED TO BE THE ONE RELEVANT TO THE ENTIRE SOCIAL STRUCTURE. (RJ)

DESCRIPTORS

ADMINISTRATIVE CHANGE
COMMUNITY SERVICES
EDUCATIONAL CHANGE
ORGANIZATIONAL CHANGE
SCHOOL COMMUNITY RELATIONSHIP
SLUM SCHOOLS
TEACHER EDUCATION
URBAN SCHOOLS
COMMUNITY CONTROL
DECENTRALIZATION
MODELS
SCHOOL ADMINISTRATION
SCHOOL ORGANIZATION
SOCIAL STRUCTURE
URBAN EDUCATION

AVAILABILITY: RUSSELL SAGE FOUNDATION, NEW YORK, N.Y. ($3.00)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

BD 2.40 POLICY DEVELOPMENT also, IC 9.30

REPORT NUMBER EJ048172

TITLE AN ANALYSIS OF CURRICULUM POLICY-MAKING

AUTHOR(S) KIRST, MICHAEL W.; WALKER, DECKER F.

PUB DATE DEC 71

ABSTRACT

LITERATURE ON PUBLIC SCHOOL CURRICULUM DEVELOPMENT SINCE 1950 IS REVIEWED TO DETERMINE WHO IS DETERMINING CURRICULUM POLICY-MAKING. THERE IS AN INCREASINGLY POLITICAL APPROACH TO CURRICULUM QUESTIONS ON THE PART OF THE GENERAL PUBLIC. (AUTHOR/VW)

DESCRIPTORS

BOARD OF EDUCATION POLICY
CURRICULUM
FEDERAL STATE RELATIONSHIP
POLICY FORMATION
SCHOOL DISTRICT AUTONOMY
COMMUNITY CONTROL
EDUCATIONAL POLICY
LITERATURE REVIEWS
PUBLIC EDUCATION
STATE SCHOOL DISTRICT RELATIONSHIP

CITATION REVIEW OF EDUCATIONAL RESEARCH; 41; 5; 279-509

BD 2.40 POLICY DEVELOPMENT

REPORT NUMBER EJ087794

TITLE POLICIES ON THINGS--AND POLICIES ON PEOPLE

AUTHOR(S) BRODINSKY, BEN

PUB DATE NOV 73

ABSTRACT

ARGUES THAT POLICIES WITH IDEAS TO DEVELOP THE TALENTS OF PEOPLE DESERVE MORE BOARD TIME AND ENERGY THAN POLICIES PRESCRIBING WAYS TO HANDLE THINGS OR TO MANAGE NONEDUCATIONAL OPERATIONS. (AUTHOR/JF)

DESCRIPTORS

BOARD OF EDUCATION POLICY
POLICY FORMATION

CITATION UPDATING SCHOOL BOARD POLICIES; 4; 11; 1,4

BD 2.40 POLICY DEVELOPMENT

REPORT NUMBER EJ008602

TITLE NEW SERVICE FOR SCHOOL BOARDS: LESSONS IN HOW TO MAKE POLICY

PUB DATE 69 OCT

DESCRIPTORS

BOARD OF EDUCATION POLICY	CLEARINGHOUSES
INFORMATION RETRIEVAL	POLICY FORMATION
RESOURCE MATERIALS	SCHOOL DISTRICT AUTONOMY
SOCIAL CHANGE	

IDENTIFIERS
NATIONAL SCHOOL BOARDS ASSOCIATION NSBA

CITATION AMER SCH BOARD J.; 157; 4; 33-34

BD 2.40 POLICY DEVELOPMENT also, CBI 3.209

REPORT NUMBER EJ094556

TITLE POLICIES FOR ACCOUNTABILITY ARE POLICIES THAT GIVE STAFF THE 'FREEDOM TO SUCCEED'

AUTHOR(S) THOMAS, DONALD

PUB DATE FEB 74

ABSTRACT

IF THE SCHOOLS ARE TRULY TO BECOME MORE ACCOUNTABLE TO THE PUBLIC FOR WHAT YOUNGSTERS LEARN, SCHOOL BOARDS MUST TAKE A NEW APPROACH TO POLICY DEVELOPMENT. THEY MUST WRITE POLICIES THAT GIVE MORE FREEDOM TO STAFF AS THEY NAIL DOWN TIGHTER EXPECTATIONS OF STAFF PERFORMANCE. (AUTHOR)

DESCRIPTORS

EDUCATIONAL ACCOUNTABILITY	BOARD OF EDUCATION POLICY
POLICY FORMATION	PERFORMANCE CRITERIA
ADMINISTRATOR GUIDES	BOARDS OF EDUCATION

CITATION UPDATING SCHOOL BOARD POLICIES; 5; 2; 2-3

BD 2.40 POLICY DEVELOPMENT

REPORT NUMBER EJ034332

TITLE WHO ARE THE ACTORS IN THE POLICY DEVELOPMENT PROCESS?

AUTHOR(S) CAMPBELL, ROALD F.; LAYTON, DONALD H.

PUB DATE 70

DESCRIPTORS

BOARD OF EDUCATION POLICY	DECISION MAKING
EDUCATIONAL QUALITY	GOVERNMENT (ADMINISTRATIVE BODY)
POLICY FORMATION	STATE DEPARTMENTS OF EDUCATION

CITATION UPDATING SCHOOL BOARD POLICIES; 1; 2; 1-3

BD 2.40 POLICY DEVELOPMENT

REPORT NUMBER EJ078814

TITLE PROGRAM ANALYSIS FOR EFFECTIVE EDUCATIONAL POLICYMAKING

AUTHOR(S) LEVINE, DONALD M.

PUB DATE JUN 73

ABSTRACT

SCHOOL SYSTEMS MUST BE GEARED FOR INTENSIVE INTROSPECTION AND ANALYSIS IF THE CONFUSION IN EDUCATIONAL PLANNING IS TO BE ALLAYED. THE PLANNING, PROGRAMING, BUDGETING SYSTEM PROVIDES AN APPROPRIATE FRAMEWORK TO APPROACH BASIC RESEARCH AND POLICY ANALYSIS. (AUTHOR/JN)

DESCRIPTORS

EDUCATIONAL POLICY	POLICY FORMATION
EDUCATIONAL PLANNING	PROGRAM IMPROVEMENT
EDUCATIONAL OBJECTIVES	CHANGE AGENTS
EVALUATION METHODS	COST EFFECTIVENESS

IDENTIFIERS

PLANNING PROGRAMING BUDGETING SYST PPBS

CITATION IAR RESEARCH BULLETIN; 13; 4; 1,4-10

BD 2.40 POLICY DEVELOPMENT also, CBI 3.209

REPORT NUMBER EJ034338

TITLE DEMANDS FOR 'ACCOUNTABILITY' MAY LEAD TO BETTER-WRITTEN SCHOOL BOARD POLICIES

AUTHOR(S) DICKINSON, WILLIAM E.

PUB DATE 70

DESCRIPTORS

BOARD OF EDUCATION POLICY	EDUCATIONAL ACCOUNTABILITY
PERFORMANCE CONTRACTS	POLICY FORMATION

CITATION UPDATING SCHOOL BOARD POLICIES; 1; 9; 1-3, 6

BD 2.40 POLICY DEVELOPMENT

REPORT NUMBER EJ105811

TITLE WHAT IS BOARD POLICY AND WHO MAKES IT? AN INTERVIEW

AUTHOR(S) ANDERSON, B. ROBERT

PUB DATE OCT 74

ABSTRACT

AN INTERVIEW WITH JANICE WEAVER, CHAIRPERSON OF THE EDUCATIONAL POLICY CENTER AT GLASSBORO STATE COLLEGE, NEW JERSEY. EXPLORES THE MEANING AND SIGNIFICANCE OF SCHOOL BOARD POLICY. (AUTHOR/JF)

DESCRIPTORS

BOARD ADMINISTRATOR RELATIONSHIP	BOARD OF EDUCATION POLICY
INTERVIEWS	POLICY FORMATION

CITATION SCHOOL MANAGEMENT; 18; 8; 21-22, 35-36

BD 2.40 POLICY DEVELOPMENT

REPORT NUMBER EJ122809

TITLE POLICY IMPLICATIONS OF CHANGING STUDENT VALUES IN THE COLLEGIATE CULTURE

AUTHOR(S) STICKGOLD, ARTHUR

PUB DATE MAY 75

ABSTRACT

EXAMINES CHANGES IN STUDENT VALUES AND THE APPRAENT POLICY IMPLICATIONS WHICH ALTERNATIONS HAVE FOR POSTSECONDARY EDUCATION IN THE UNITED STATES TODAY. (AUTHOR/KE)

DESCRIPTORS

HIGHER EDUCATION
VALUES
EDUCATIONAL CHANGE
CHANGE AGENTS
EDUCATIONAL PLANNING
POLICY FORMATION
STUDENT ATTITUDES
STUDENTS
CHANGING ATTITUDES
PROGRAM PLANNING

CITATION LIBERAL EDUCATION; 61; 2; 173-186

BD 2.40 POLICY DEVELOPMENT

REPORT NUMBER ED047359

TITLE POLICIES THAT SUPPORT EXCELLENCE IN TEACHING.

SOURCE NATIONAL SCHOOL BOARDS ASSOCIATION, WATERFORD, CONN.
EDUCATIONAL POLICIES SERVICE.

NOTE 26 P.; CAT NO 70-33

PUB DATE JUL 70

ABSTRACT

RECOGNIZING THAT THE TEACHER'S JOB IS TO TEACH, THIS KIT SETS FORTH THE AREAS IN WHICH SCHOOL BOARDS CAN ENCOURAGE AND SUPPORT GOOD TEACHING IN THE CLASSROOM. SCHOOL BOARDS CAN ESTABLISH POLICIES THAT ENCOURGAE THE ADMINISTRATION TO RECRUIT WIDELY FOR THE BEST POSSIBLE TEACHER CANDIDATES. SCHOOL BOARDS CAN ESTABLISH POLICIES THAT SET FORTH HIGH STANDARDS AND PERFORMANCE EXPECTATIONS. SCHOOL BOARDS CAN CLARIFY THEIR STAND ON INSTRUCTIONAL PHILOSOPHY AND INSTRUCTIONAL GOALS AND OBJECTIVES. SCHOOL BOARDS CAN MAKE INSERVICE EDUCATION A VIABLE PART OF THE TOTAL SCHOOL DISTRICT OPERATION. SCHOOL BOARDS CAN SUPPORT THE KIND OF ENVIRONMENT THAT ATTRACTS AND HOLD BRIGHT AND IMAGINATIVE TEACHERS. SCHOOL BOARDS CAN SET NEW DEMANDS ON THE ADMINISTRATION TO SHARPEN PROCEDURES FOR SUPERVISING AND EVALUATING TEACHER PERFORMANCE. SCHOOL BOARDS CAN UPDATE THEIR POLICIES ON TENURE, TRANSFER, AND SEPARATION AS INSTRUMENTS FOR ELIMINATING DEADWOOD STAFF. (DOCUMENT PREVIOUSLY CITED IN RIE AS ED 044 541.) (DS)

DESCRIPTORS

BOARD OF EDUCATION POLICY
INSERVICE EDUCATION
OBJECTIVES
TEACHER EVALUATION
TENURE
EDUCATIONAL ADMINISTRATION
INSTRUCTIONAL IMPROVEMENT
RECRUITMENT
TEACHING

AVAILABILITY: NATIONAL SCHOOL BOARDS ASSN., STATE NATIONAL BANK PLAZA, EVANSTON, ILL. 60201 (ONE FREE KIT WITH SEARCH CERTIFICATE, 1-3 KITS $2.00; 4-7 KITS $1.80; 8-10 KITS $1.60; 11 OR MORE KITS $1.50 PAYMENT SHOULD ACCOMPANY ORDERS UNDER $6.00.)

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

BD 2.40 POLICY DEVELOPMENT

REPORT NUMBER ED044541

TITLE POLICIES THAT SUPPORT EXCELLENCE IN TEACHING

SOURCE NATIONAL SCHOOL BOARDS ASSOCIATION, WATERFORD, CONN.
EDUCATIONAL POLICIES SERVICE.

NOTE 24 P.; CAT. NO. 70-33

PUB DATE JUL 70

ABSTRACT

RECOGNIZING THAT THE TEACHER'S JOB IS TO TEACH, THIS KIT SETS FORTH THE AREAS IN WHICH SCHOOL BOARDS CAN ENCOURAGE AND SUPPORT GOOD TEACHING IN THE CLASSROOM. SCHOOL BOARDS CAN ESTABLISH POLICIES THAT ENCOURAGE THE ADMINISTRATION TO RECRUIT WIDELY FOR THE BEST POSSIBLE TEACHER CANDIDATES. SCHOOL BOARDS CAN ESTABLISH POLICIES THAT SET FORTH HIGH STANDARDS AND PERFORMANCE EXPECTATIONS. SCHOOL BOARDS CAN CLARIFY THEIR STAND ON INSTRUCTIONAL PHILOSOPHY AND INSTRUCTIONAL GOALS AND OBJECTIVES. SCHOOL BOARDS CAN MAKE INSERVICE EDUCATION A VIABLE PART OF THE TOTAL SCHOOL DISTRICT OPERATION. SCHOOL BOARDS CAN SUPPORT THE KIND OF ENVIRONMENT THAT ATTRACTS AND HOLDS BRIGHT AND IMAGINATIVE TEACHERS. SCHOOL BOARDS CAN SET NEW DEMANDS ON THE ADMINISTRATION TO SHARPEN PROCEDURES FOR SUPERVISING AND EVALUATING TEACHER PERFORMANCE. SCHOOL BOARDS CAN UPDATE THEIR POLICIES ON TENURE, TRANSFER, AND SEPARATION AS INSTRUMENTS FOR ELIMINATING DEADWOOD STAFF. (DS)

DESCRIPTORS

BOARD OF EDUCATION POLICY
INSERVICE EDUCATION
OBJECTIVES
TEACHER EVALUATION
TENURE
EDUCATIONAL ADMINISTRATION
INSTRUCTIONAL IMPROVEMENT
RECRUITMENT
TEACHING

AVAILABILITY: NATIONAL SCHOOL BOARDS ASSN., 1233 CENTRAL ST., EVANSTON, ILL. 60201 (ONE FREE KIT WITH SEARCH CERTIFICATE, 1-3 KITS $2.00; 4-7 KITS $1.80; 8-10 KITS $1.60; 11 OR MORE KITS $1.50 PAYMENT SHOULD ACCOMPANY ORDERS UNDER $6.00)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

BD 2.40 POLICY DEVELOPMENT

REPORT NUMBER ED011687

TITLE PARTICIPANTS AND PARTICIPATION, A STUDY OF SCHOOL POLICY IN NEW YORK CITY.

AUTHOR(S) GITTELL, MARILYN

SOURCE CENTER FOR URBAN EDUCATION, NEW YORK, N.Y.

NOTE 120 P.

PUB DATE 67

ABSTRACT

A 3-YEAR STUDY OF DECISION MAKING IN THE NEW YORK CITY SCHOOLS EXPLORES THE POLICITCAL FORCES AFFECTING EDUCATIONAL POLICY AND EVALUATES THE RELATIVE OPENNESS OF THE SYSTEM. POLICY MAKERS INCLUDE THE BOARD OF EDUCATION, 31 LOCAL SCHOOL BOARDS, THE SUPERINTENDENT, THE HEAD OFFICE STAFF, THE FIELD STAFF (PRINCIPALS, ASSISTANT PRINCIPALS, DISTRICT SUPERINTENDENTS, AND DEPARTMENT CHAIRMEN), A HEADQUARTERS SUPERVISORY GROUP, LOCAL DISTRICT SUPERINTENDENTS, SUPERVISORY ASSOCIATIONS, THE TEACHERS' UNION, LOCAL CIVIC AND INTEREST GROUPS, AND THE CITY'S PRESS. AS POLICY-FORMULATION FOR AN INCREASINGLY COMPLEX SCHOOL SYSTEM HAS DEMANDED MORE SPECIALIZED KNOWLEDGE, POWER HAD SHIFTED FROM THE BOARD TO PROFESSIONALS IN THE SYSTEM AND TO SPECIAL INTEREST GROUPS. CURRICULUM DEVELOPMENT AND BUDGETING ARE ALMOST COMPLETELY CONTROLLED BY THE HEADQUARTERS SUPERVISORY BUREAUCRACY. IN THE SELECTION OF THE SUPERINTENDET, THE BOARD OF EDUCATION PLAYS A PRIMARY ROLE. THE DETERMINERS OF SALARY POLICY INCLUDE THE MAYOR AND SPECIAL INTEREST GROUPS AS PARTICIPANTS. PROBLEMS CONCERNING INTEGRATION HAVE PROMPTED THE ACTIVE INVOLVEMENT OF SPECIAL INTEREST GROUPS, FURTHER BREAKING THE MONOPOLY OF POWER VESTED IN THE SMALL CORE OF SUPERINTENDENTS, BOARDS, AND SCHOOL BUREAUCRACIES. SUGGESTIONS FOR DECENTRALIZING THE SYSTEM INCLUDE (1) DEVELOPING EDUCATIONAL PRAKS, (2) STRENGTHENING LOCAL SCHOOL BOARDS, (3) DECENTRALIZING ECONOMIC ADMINISTRATION INTO LOCAL SCHOOL DISTRICTS, AND (4) REPLACING THE PRESENT SINGLE DISTRICT WITH SEVERAL COORDINATED SMALLER DISTRICTS. THESE SUGGESTIONS ARE APPLIED TO THE FIVE BOROUGHS OF NEW YORK CITY. THIS DOCUMENT IS ALSO AVAILABLE FROM THE CENTER FOR URBAN EDUCATION, 33 W. 42ST., NEW YORK, N.Y. 10036, FOR $1.00. (JK)

DESCRIPTORS

BIBLIOGRAPHIES
BOARDS OF EDUCATION
BUDGETING
CURRICULUM DEVELOPMENT
DECENTRALIZATION
DECISION MAKING
EDUCATIONAL PLANNING
GOVERNMENT ROLE
PARTICIPATION
POWER STRUCTURE
SCHOOL INTEGRATION
SCHOOL POLICY
SCHOOL SUPERINTENDENTS
SCHOOL SYSTEMS
TEACHER SALARIES

IDENTIFIERS

NEW YORK CITY

EDRS PRICE MF-$0.75 HC-$5.40 PLUS POSTAGE

BD 2.40 POLICY DEVELOPMENT

REPORT NUMBER ED078558

TITLE SCHOOL BOARD POLICIES ON ACADEMIC FREEDOM. EDUCATIONAL POLICY DEVELOPMENT KIT.

SOURCE NATIONAL SCHOOL BOARDS ASSOCIATION, WATERFORD, CONN. EDUCATIONAL POLICIES SERVICE.

NOTE 30 P.

PUB DATE MAY 73

ABSTRACT

THIS REPORT PROVIDES BOARD POLICY SAMPLES AND OTHER POLICY RESOURCES ON ACADEMIC FREEDOM. THE INTENT IN PROVIDING POLICY SAMPLES IS TO ENCOURAGE THINKING IN POLICY TERMS AND TO PROVIDE WORKING PAPERS THAT CAN BE EDITED, MODIFIED, OR ADAPTED TO MEET LOCAL REQUIREMENTS. TOPICS COVERED IN THE SAMPLES INCLUDE (1) TEXBOOK/SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION, (2) USE OF RESOURCE SPEAKERS, (3) LIBRARY SERVICES, (4) STUDY OF CONTROVERSIAL ISSUES, AND (5) HANDLING OF COMPLAINTS ABOUT INSTRUCTIONAL MATERIALS. (AUTHOR/JF)

DESCRIPTORS

ACADEMIC FREEDOM
CENSORSHIP
GUIDELINES
TEACHING CONDITIONS
BOARD OF EDUCATION POLICY
FREEDOM OF SPEECH
POLICY FORMATION

AVAILABILITY: NATIONAL SCHOOL BOARDS ASSOCIATION, STATE NATIONAL BANK PLAZA, EVANSTON, ILLINOIS 60201 (KIT #73-20, 1-3 KITS $2.00, QUANTITY DISCOUNTS)

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

BD 2.40 POLICY DEVELOPMENT

REPORT NUMBER ED085447

TITLE SCHOOL BOARDS AND SCHOOL POLICY: AN EVALUATION OF DECENTRALIZATION IN NEW YORK CITY. PRAEGER SPECIAL STUDIES IN U.S. ECONOMIC, SOCIAL, AND POLITICAL ISSUES.

AUTHOR(S) GITTELL, MARILYN; AND OTHERS

SOURCE CITY UNIV. OF NEW YORK, FLUSHING, N.Y. INST. FOR COMMUNITY STUDIES

NOTE 180 P.

PUB DATE 73

ABSTRACT

THIS STUDY IS FOCUSED ON POLICY: HOW DID THE SCHOOL DECENTRALIZATION LAW AFFECT THE RECRUITMENT AND SELECTION OF BOARD MEMBERS? HOW DID THE LEGAL AMTRIX SET THE CONDITIONS FOR COMMUNITY BOARDS TO FUNCTION? AND HOW DID THESE COMMUNITY BOARDS PURSUE THEIR POLICIES IN THREE KEY AREAS: PERSONNEL, BUDGET, AND CURRICULUM? SOCIAL CHANGE REQUIRES A METHODOLOGY THAT IS PROCESS ORIENTED AND QUALITATIVE. THIS METHODOLOGY RELIES HEVILY ON FIELD OBSERVATION AND INTERVIEW AND ON THE PARTICIPANT-OBSERVER APPROACH. HOWEVER, WHERE APPROPRIATE, THE QUANTITATIVE APPROACH IS ALSO EMPLOYED. RESEARCH ASSISTANTS WERE ASSIGNED TO EACH OF THE 31 DISTRICTS; THEY ATTENDED MEETINGS AND INTERVIEWED PARTICIPANTS OVER A TWO-YEAR PERIOD. A TOTAL OF 156 PARTICIPANTS--79 BOARD MEMBERS AND 77 COMMUNITY MEMBERS--AGREED TO FORMAL INTERVIEWS. THE PARTICIPANT-OBSERVERS ALSO ATTENDED 90 MEETINGS OF THE COMMUNITY SCHOOL BOARDS IN THE CITY. AT LEAST ON MEETING OF EVERY BOARD WAS OBSERVED. IN ADDITION THE INSTITUTE STAFF ATTENDED SEVERAL MEETINGS OF ASSOCIATIONS, COMMUNITY GROUPS, AND COMMUNITY ORGANIZATIONS. THIS STUDY IS DIVIDED INTO SIX SECTIONS DEALING WITH THE VARIOUS ASPECTS OF SCHOOL DECENTRALIZATION AND THE COMMUNITY SCHOOL BOARDS: (1) POLITICAL PARTICIPATION; (2) POLICY: PERSONNEL; (3) POLICY: BUDGET; (4) POLICY: EDUCATIONAL PROGRAM; (5) COMMUNITY SCHOOL BOARD; AND, (6) CONCLUSION. (AUTHOR/JM)

DESCRIPTORS

ADMINISTRATIVE ORGANIZATION
BOARD OF EDUCATION POLICY
BOARDS OF EDUCATION
COMMUNITY CONTROL
COMMUNITY INVOLVEMENT
DECENTRALIZATION
EDUCATIONAL ADMINISTRATION
EDUCATIONAL POLICY
POLICY FORMATION
POLITICAL ISSUES
PUBLIC POLICY
RESEARCH METHODOLOGY
SCHOOL COMMUNITY RELATIONSHIP
SCHOOL DISTRICT AUTONOMY

IDENTIFIERS

NEW YORK CITY

AVAILABILITY: PRAEGER PUBLISHERS, 111 FOURTH AVENUE, NEW YORK, N.Y. 10003 ($14.00)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

BD 2.40 POLICY DEVELOPMENT

REPORT NUMBER ED100022

TITLE SCHOOL BOARDS: THEIR POLICY-MAKING RELEVANCE.

AUTHOR(S) WILES, DAVID K.; CONLEY, HOUSTON

NOTE 24 P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE NATIONAL SCHOOL BOARDS ASSOCIATION (34TH, HOUSTON, TEXAS, APRIL 1974)

PUB DATE APR 74

ABSTRACT

THIS PAPER CONTAINS TWO SECTIONS, EACH WITH A DIFFERENT AUTHOR, THAT ADDRESS THE NEED TO INCREASE THE EFFECTIVE ROLE OF SCHOOL BOARDS IN PUBLIC SCHOOL GOVERNANCE. SECTION 1, BY DAVID K. WILES, ARGUES THAT MOST SCHOOL BOARDS ARE BECOMING INCREASINGLY IRRELEVANT IN EDUCATIONAL POLICYMAKING AND OFFERS A RADICAL ALTERNATIVE TO THE PRESENT ARRANGEMENT THAT WOULD COUNTERACT THIS TREND. SECTION 2, BY HOUSTON CONLEY, SUGGESTS A TRAINING PROGRAM FOR SCHOOL BOARD MEMBERS THAT WOULD IMPROVE THEIR POLITICAL AND ADMINISTRATIVE SKILLS AND ENABLE THEM TO MEET THE DEMANDS OF MODERN EDUCAITON AND RESPOND BETTER TO THE NEEDS OF THEIR CONSTITUENTS. (JG)

DESCRIPTORS

BOARD ADMINISTRATOR RELATIONSHIP
BOARD OF EDUCATION ROLE
EDUCATIONAL PLANNING
GOVERNANCE
LEADERSHIP TRAINING
POLICY FORMATION
SCHOOL DISTRICTS
BOARD OF EDUCATION POLICY
BOARDS OF EDUCATION
EDUCATIONAL POLICY
INSERVICE PROGRAMS
MANAGEMENT EDUCATION
SCHOOL COMMUNITY RELATIONSHIP

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

BD 2.40 POLICY DEVELOPMENT

REPORT NUMBER ED064784

TITLE BOARD POLICIES ON POLICY DEVELOPMENT. EDUCATIONAL POLICIES DEVELOPMENT KIT.

SOURCE NATIONAL SCHOOL BOARDS ASSOCIATION, WATERFORD, CONN. EDUCATIONAL POLICIES SERVICE.

NOTE 29 P.

PUB DATE JUN 72

ABSTRACT

THIS IS THE 16TH IN A CONTINUING SERIES OF KIT-BOOKLETS ISSUED TO HELP SCHOOL BOARDS DEVELOP WRITTEN POLICIES IN KEY SUBJECT AREAS. THE MATERIAL SUPPORTS THE CONTENTION THAT A SET OF WELL-DEFINED POLICIES ON BOARD POLICY DEVELOPMENT AND ADMINISTRATIVE EXECUTION OF POLICIES REDUCES THE LIKELIHOOD OF TROUBLE AND TENDS TO ELIMINATE INSTANT, SLOPPY, CONTRADICTORY, DICTATORIAL, OR ILLEGAL POLICYMAKING. THIS BOOKLET PROVIDES SAMPLES OF POLICIES TO ENCOURAGE THINKING IN POLICY TERMS AND TO PROVIDE WORKING PAPERS TO BE EDITED, MODIFIED, OR ADAPTED TO MEET LOCAL REQUIREMENTS. SUBJECT AREAS COVERED INCLUDE A POLICY DEVELOPMENT SYSTEM, POLICY DRAFTING, POLICY ADOPTION, POLICY DISSEMINATION, POLICY REVIEW, ADMINISTRATIVE RULES REVIEW, ADMINISTRATION IN POLICY ABSENCE, SUSPENSION OF POLICIES, AND POLICY IMPLEMENTATION. (AUTHOR/JF)

DESCRIPTORS

ADMINISTRATIVES PRINCIPLES
BOARDS OF EDUCATION
GUIDELINES
POLICY FORMATION
STAFF ROLE
BOARD OF EDUCATION POLICY
COMMUNITY INVOLVEMENT
LEGAL RESPONSIBILITY
SCHOOL POLICY
STUDNET ROLE

AVAILABILITY: NATIONAL SCHOOL BOARDS ASSOCIATION, STATE NATIONAL BANK PLAZA, EVANSTON, ILLINOIS 60201 (KIT #72-39, 1-3 KITS $2.00, QUANTITY DISCOUNTS

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

BD 2.40 POLICY DEVELOPMENT

REPORT NUMBER ED037822

TITLE DEVELOPMENT OF A SCHOOL BOARD POLICY CODIFICATION SYSTEM AND SCHOOL BOARD POLICY INFORMATION CLEARINGHOUSE. FINAL REPORT.

AUTHOR(S) DICKINSON, WILLIAM E.

SOURCE NATIONAL SCHOOL BOARDS ASSOCIATION, EVANSTON, ILL.

NOTE 69 P.

PUB DATE 28 FEB 70

ABSTRACT

WRITTEN POLICY BY LOCAL SCHOOL BOARDS IS ESSENTIAL FOR EFFICIENT OPERATION OF THE TOTAL EDUCATIONAL PROGRAM. AT LEAST ONE-HALF OF THE NATION'S 20,000 SCHOOL BOARDS HAVE NOT ESTABLISHED A WRITTEN POLICY STATEMENT OR KEPT ONE UPDATED WITH NEW METHODS. THIS RESEARCH ESTABLISHED A TAXONOMY OF TERMS THAT SHOULD BE INCLUDED IN SUCH A STATEMENT ALONG WITH EXHIBIT DOCUMENTS THAT ILLUSTRATE THE TAXONOMY. THE 12 TERMS ARE SCHOOL DISTRICT ORGANIZATION, SCHOOL BOARD OPERATIONS, BUSINESS MANAGEMENT, FACILITY EXPANSION PROGRAM, STUDENTS, GENERAL PUBLIC RELATIONS, FISCAL MANAGEMENT, GENERAL SCHOOL ADMINISTRATION, PERSONNEL, NEGOTIATIONS, INSTRUCTIONAL PROGRAM, INTERORGANIZATIONAL RELATIONS, AND RELATIONS WITH OTHER EDUCATION AGENCIES. RECOMMENDATIONS INCLUDE: (1) DEVELOPING WORKSHOPS FOR SCHOOL BOARD MEMBERS AND SCHOOL ADMINISTRATORS IN POLICY DEVELOPMENT, (2) DEVELOPING AN INFORMATION CLEARINGHOUSE IN POLICY DEVELOPMENT, AND (3) ADAPTING THIS RESEARCH TO COMMUNITY COLLEGE GOVERNING BOARDS. (LN)

DESCRIPTORS

ADMINISTRATIVE POLICY
BOARD OF EDUCATION POLICY
EXHIBITS
MANUALS
TAXONOMY
BOARD ADMINISTRATOR RELATIONSHIP
BOARDS OF EDCUATION
GUIDES
POLICY FORMATION

EDRS PRICE MF-$0.75 HC-$3.15 PLUS POSTAGE

BD 2.40 POLICY DEVELOPMENT also GBRH 7.70

REPORT NUMBER ED074618

TITLE SCHOOL BOARD POLICIES ON LEAVES AND ABSENCES. EDUCATIONAL POLICIES DEVELOPMENT KIT.

SOURCE NATIONAL SCHOOL BOARDS ASSOCIATION, WATERFORD, CONN. EDUCATIONAL POLICIES SERVICE.

NOTE 34 P.

PUB DATE MAR 73

ABSTRACT

THIS REPORT PROVIDES BOARD POLICY SAMPLES AND OTHER POLICY RESOURCES ON LEAVES AND ABSENCES. THE INTENT IN PROVIDING POLICY SAMPLES IS TO ENCOURAGE THINKING IN POLICY TERMS AND TO PROVIDE WORKING PAPERS THAT CAN BE EDITED, MODIFIED, OR ADAPTED TO MEET LOCAL REQUIREMENTS. TOPICS COVERED IN THE SAMPLES INCLUDE (1) SICK LEAVE, (2) MATERNITY LEAVE, (3) PROFESSIONAL IMPROVEMENT LEAVE, (4) PERSONAL LEAVE OR ABSENCE, (5) PROFESSIONAL GROWTH LEAVES OF ABSENCE AND SABBATICALS, (6) CONFERENCES AND VISITATIONS AND (7) EXCHANGE TEACHING. (AUTHOR/JF)

DESCRIPTORS

BOARD OF EDUCATION POLICY
LEAVE OF ABSENCE
POLICY FORMATION
TEACHER EXCHANGE PROGRAMS
BOARDS OF EDUCATION
PERSONNEL POLICY
SABBATICAL LEAVES
TEACHER WELFARE

IDENTIFIERS

MATERNITY LEAVES

AVAILABILITY: NATIONAL SCHOOL BOARDS ASSOCIATION, STATE NATIONAL BANK PLAZA, EVANSTON, ILLINOIS 60201. (KIT #73-13, 1-3 KITS $2.00 EACH, QUANTITY DISCOUNTS)

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

BDB 2.401 DRAFTING PROPOSED POLICY

REPORT NUMBER EJ034336

TITLE HERE'S AN IDEA: WHY NOT EMPLOY A QUALIFIED PART-TIMER TO GET YOUR POLICIES IN WRITING?

AUTHOR(S) KIDDER, FRANCES W.

PUB DATE 70

ABSTRACT

TO GET ITS POLICY DELIBERATIONS TRANSLATED TO WRITTEN FORM, THE MT. LEBANON, PENNSYLVANIA, SCHOOL BOARD TURNS TO ITS PART-TIME POLICY ASSISTANT. (AUTHOR)

DESCRIPTORS
BOARD OF EDUCATION POLICY
PART TIME JOBS
COMPOSITION SKILLS (LITERARY)
POLICY FORMATION

CITATION UPDATING SCHOOL BOARD POLICIES; 1; 6; 1, 6

BD 2.40 POLICY DEVELOPMENT

REPORT NUMBER ED078554

TITLE SOME LOCAL POLICIES ON REDUCTIONS IN FORCE FOR PROFESSIONAL PERSONNEL. ERS INFORMATION AID NO. 15.

SOURCE EDUCATIONAL RESEARCH SERVICE, WASHINGTON, D.C.

NOTE 18 P.

PUB DATE MAR 73

ABSTRACT

THIS REPORT PRESENTS 16 EXAMPLES OF POLICIES AND PROVISIONS DESIGNED TO HELP SCHOOL ADMINISTRATORS AND BOARD MEMBERS IN DEVELOPING FIRM BUT FAIR POLICIES TO BE APPLIED WHEN A REDUCTION IN FORCE IS DEEMED UNAVOIDABLE. THE BOOKLET PROVIDES POLICIES, ADMINISTRATIVE REGULATIONS, AND NEGOTIATION AGREEMENT PROVISIONS. SINCE, ACCORDING TO THE REPORT, NONE OF THE POLICIES ARE IDEAL OR EXEMPLARY, THE MATERIAL PROVIDES ISSUES TO CONSIDER IN DEVELOPING A REDUCTION IN FORCE POLICY. (JF)

DESCRIPTORS

BOARD OF EDUCATION POLICY	BOARDS OF EDUCATION
ENROLLMENT TRENDS	JOB LAYOFF
LEAVE OF ABSENCE	NEGOTIATION AGREEMENTS
PERSONNEL POLICY	POLICY FORMATION
TEACHER DISMISSAL	TEACHER RETIREMENT
TEACHER WELFARE	TENURE

IDENTIFIERS

REDUCTION IN FORCE

AVAILABILITY: EDUCATIONAL RESEARCH SERVICE, BOX 5, NEA BUILDING, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036 ($1.00)

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

BD 2.40 POLICY DEVELOPMENT also, AEA 1.601 and AFC 1.703

REPORT NUMBER ED119296

TITLE DECISION CRITERIA, RETENTION INDEX AND POLICY FOR SCHOOL CONSOLIDATION.

AUTHOR(S) SALMON, RICHARD L.

SOURCE MIDWEST RESEARCH INST., KANSAS CITY, MO.

NOTE 23 P.; EXCERPTS FROM 'DECISION CRITERIA AND POLICY FOR SCHOOL CONSOLIDATION,' MBI PROJECT NO. RA-115-D(1). TABLES ON P12-13 MAY REPRODUCE POORLY DUE TO SMALL PRINT OF ORIGINAL DOCUMENT

PUB DATE 11 FEB 76

ABSTRACT

THE OBJECTIVES OF THE STUDY UNDERLYING THESE EXCERPTS WERE TO ASSIST THE KANSAS CITY SCHOOL DISTRICT (ICSD) IN THE FORMULATION OF POLICY ON THE CONSOLIDATION AND CLOSING OF SCHOOLS, THE DEVELOPMENT OF OBJECTIVE CRITERIA TO AID DECISION-MAKING ON THESE ISSUES, AND THE SPECIFICATION OF PROCEDURES FOR THE IMPLEMENTING OF SUCH POLICY AND POLICY DECISIONS. ACHIEVING THESE OBJECTIVES ENTAILED PERFORMING A COMPREHENSIVE LITERATURE SEARCH; REVIEWING--BY CORRESPONDENCE AND TELEPHONE--THE EXPERIENCES OF 11 OTHER SCHOOL DISTRICTS THAT HAD HAD RECENT SIMILAR EXPERIENCE; INTERVIEWING KEY KCSD ADMINISTRATORS; REVIEWING THE EXTENSIVE AND COMPREHENSIVE STUDY OF THE KCSD DONE IN 1973; INTERVIEWING ALL CURRENT MEMBERS OF THE SCHOOL BOARD; ASSEMBLING 10 OBJECTIVE CRITERIA FOR RANKING THE ELEMENTARY SCHOOLS; FORMULATING A MODEL POLICY STATEMENT; AND DEVELOPING AND SPECIFYING PROCEDURES FOR IMPLEMENTING CONSOLIDATION POLICY. THE DECISION MODEL, PROPOSED BOARD OF EDUCATION POLICY, AND POLICY IMPLEMENTATION STEPS ARE INCLUDED HERE. THE 10 OBJECTIVE CRITERIA ON WHICH THE DECISION MODEL IS BASED ARE THE FOLLOWING (IN ORDER OF ADJUDED IMPORTANCE): ACHIEVEMENT LEVELS, FACILITY COST PER PUPIL, XPACE PER PUPIL, TEACHER LOAD, RACIAL OR FACILITIES, COMMUTING DISTANCE, NUMBER OF PUPILS, FUEL REQUIREMENTS. (AUTHOR/IRT)

DESCRIPTORS

BOARDS OF EDUCATION
DECISION MAKING
MATHEMATICAL MODELS
POLICY FORMATION
CONSOLIDATED SCHOOLS
ELEMENTARY EDUCATION
MODELS
SCHOOL CLOSING

EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE

BD 2.40 POLICY DEVELOPMENT

REPORT NUMBER ED065941

TITLE LEGAL BRIEFS FOR SCHOOL ADMINISTRATORS.

AUTHOR(S) STRAHAN, RICHARD DOBBS

SOURCE HOUSTON UNIV., TEX. BUREAU OF EDUCATIONAL RESEARCH AND SERVICES.

NOTE 120 P.

PUB DATE 71

ABSTRACT

THE LEGAL BRIEFS IN THIS VOLUME PROVIDE INSIGHTS INTO OPERATIONAL PROBLEMS FOR A PRACTICING ADMINISTRATOR. FIFTEEN BRIEFS PROVIDE SOME GENERAL POLICY STATEMENTS THAT APPEAR TO BE SOUND PRACTICE FOR THE AREAS COVERED. IN ADDITION, EACH SECTION PROPOUNDS QUESTIONS THAT ARE COMMONLY ASKED BY SCHOOL PEOPLE. THE AUTHOR HAS ATTEMPTED TO ATTACK EACH PROBLEM AREA WITH SUFFICIENT LEGAL THEORY TO PROVIDE A SOUND EDUCATIONAL FOUNDATION AS WELL AS PRACTICAL SOLUTIONS. THE BRIEFS COVER THE LEGAL ASPECTS OF (1) STUDENT AND SCHOOL RECORDS, (2) STUDENT DISCIPLINE, (3) STUDENT INJURY, (4) CONTRACTS AND COLLECTIVE NEGOTIATIONS, (5) BOARD CONTROL OF FINANCE AND FACILITIES, AND (6) THE EXERCISE OF SCHOOL BOARD AUTHORITY. (AUTHOR/JF)

DESCRIPTORS

ACADEMIC RECORDS
ADMINISTRATOR RESPONSIBILITY
COLLECTIVE NEGOTIATION
COURT CASES
GUIDELINES
LEGAL PROBLEMS
SCHOOL ACCIDENTS
STUDENT RECORDS
ADMINISTRATIVE PRINCIPLES
BOARDS OF EDUCATION
CONTRACTS
DISCIPLINE
INJURIES
LEGAL RESPONSIBILITY
SCHOOL LAW

IDENTIFIERS

TORT LIABILITY

AVAILABILITY: BUREAU OF EDUCATION RESEARCH AND SERVICES, COLLEGE OF EDUCATION, UNIVERSITY OF HOUSTON, CULLEN BOULEVARD, HOUSTON, TEXAS 77004 ($6.58)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

BD 2.40 POLICY DEVELOPMENT

REPORT NUMBER ED054544

TITLE JOB DESCRIPTIONS: HOW TO WRITE THEM - HOW TO USE THEM.

SOURCE EDUCATIONAL SERVICE BUREAU, INC., WASHINGTON, D.C.

NOTE 88 P.

PUB DATE 66

ABSTRACT

THIS DOCUMENT PROVIDES GUIDELINES FOR PREPARING JOB DESCRIPTIONS AND SPECIFICATIONS IN EDUCATIONAL INSTITUTIONS. VARIOUS TERMS ARE DEFINED, CONDITIONS THAT PRECEDE THE COMPILATION OF JOB DESCRIPTIONS FOR SCHOOL DISTRICT PERSONNEL ARE DISCUSSED, AND SUGGESTIONS REGARDING THE DESCRIPTION FORMATS ARE OFFERED. THE REMAINDER OF THE DOCUMENT CONSISTS OF SAMPLE JOB DESCRIPTIONS PROVIDED BY VARIOUS SCHOOL DISTRICTS. POSITION DESCRIPTIONS ARE LISTED FOR (1) CENTRAL OFFICE PERSONNEL (ASSISTANT SUPERINTENDENTS, SECRETARIES, COORDINATORS. AND ADMINISTRATIVE ASSISTANTS); (2) SCHOOL PERSONNEL OTHER THAN CLASSROOM TEACHERS (PRINCIPALS, ASSISTANT PRINCIPALS, CLERICAL WORKERS, LIBRARIANS, GUIDANCE PERSONNEL, AND DEPARTMENT HEADS); AND (3) CLASSROOM TEACHERS. (MLF)

DESCRIPTORS

BOARD OF EDUCATION POLICY
GUIDELINES
OCCUPAIONAL INFORMATION
PRINCIPALS
SCHOOL SECRETARIES
TASK PERFORMANCE
EMPLOYMENT QUALIFICATIONS
JOB ANALYSIS
PARAPROFESSIONAL SCHOOL PERSONNEL
SCHOOL PERSONNEL
SCHOOL SUPERINTENDENTS
TEACHERS

IDENTIFIERS

CENTRAL OFFICE PERSONNEL

AVAILABILITY: EDUCATIONAL SERVICE BUREAU, INC., 1835 K STREET, N.W.,
WASHINGTON, D.C. 20006. ($4.95, QUANTITY DISCOUNTS)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

BDBB 2.403 ROLE OF STAFF PERSONNEL

REPORT NUMBER	ED028532
TITLE	SALIENT AREAS OF CONFLICT BETWEEN ADMINISTRATION AND TEACHERS IN A MINIMALLY INDUSTRIALIZED AREA.
AUTHOR(S)	SEABERG, JOHN J., JR.; LIBERTY, PAUL G., JR.
SOURCE	SOUTHWESTERN COOPERATIVE EDUCATIONAL LAB., ALBUQUERQUE, N. MES.
NOTE	20 P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMER. EDUC. RES. ASSN. (LOS ANGELES, CALIF., FEB. 6, 1969).
PUB DATE	6 FEB 69

ABSTRACT

A STUDY SOUGHT TO DETERMINE WHETHER DIFFERENCES IN OPINION EXIST BETWEEN SCHOOL ADMINISTRATION AND TEACHERS IN SIX NEW MEXICO SCHOOL DISTRICTS CONCERNING (1) THE DEGREE OF IMPORTANCE THEY ATTRIBUTE TO CERTAIN AREAS OF SCHOOL POLICY FORMULATION AND DECISION MAKING, (2) SCHOOL POLICY AREAS WHICH SHOULD INVOLVE TEACHERS, AND (3) METHODS TEACHERS SHOULD EMPLOY TO OBTAIN THEIR GOALS. OFFICERS OF NEA AND AFT AFFILIATES, ALONG WITH SCHOOL BOARD MEMBERS AND HIGHER ECHELON ADMINISTRATORS, WERE GIVEN A THREE-PART QUESTIONNAIRE. THE RESPONSES WERE ANALYZED FOR SIGNIFICANT DIFFERENCES BY ONE-WAY ANALYSIS OF VARIANCE. RESULTS SHOW SALIENT DIFFERENCES IN OPINION BETWEEN TEACHERS AND ADMINISTRATORS REGARDING THE IMPORTANCE OF POLICIES TO DETERMINE TEACHER WORKLOADS, SELECT INSTRUCTIONAL MATERIALS, EVALUATE BUILDINGS AND FACILITIES, DETERMINE EXTRA DUTIES FOR TEACHERS, AND PLAN STAFF MEETINGS. DISAGREEMENT EXISTED OVER WHETHER TEACHERS SHOULD BE INVOLVED IN DETERMINING QUALIFICATIONS FOR ADMINISTRATORS, SIZE OF ADMINISTRATIVE STAFFS, PROMOTION AND RETENTION OF ADMINISTRATORS, PROMOTION AND RETENTION OF INSTRUCTIONAL STAFF, AND PROFESSIONAL LEAVE PRACTICES. DISAGREEMENT WAS ALSO EXPRESSED OVER METHODS TEACHERS SHOULD USE TO OBTAIN THEIR GOALS. SAMPLES OF THE DATA COLLECTION INSTRUMENT AND STATISTICAL ANALYSES TABLES ARE APPENDED. (TT)

DESCRIPTORS
ADMINISTRATIVE PERSONNEL
COLLECTIVE NEGOTIATION
CONFLICT RESOLUTION
EDUCATIONAL FACILITIES
POLICY FORMATION
QUESTIONNAIRES
STATISTICAL ANALYSIS
TEACHER ASSOCIATIONS
TEACHER SELECTION
BOARDS OF EDUCATION
CONFLICT
DECISION MAKING
EDUCATIONAL FINANCE
PUBLIC SCHOOL TEACHERS
SCHOOL SUPERINTENDENTS
TABLES (DATA)
TEACHER PROMOTION
TEACHING CONDITIONS

IDENTIFIERS
AFT
NATIONAL EDUCATION ASSOCIATION
NEW MEXICO
AMERICAN FEDERATION OF TEACHERS
NEA

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

BDBB 2.403 ROLE OF STAFF PERSONNEL

REPORT NUMBER EJ094556

TITLE POLICIES FOR ACCOUNTABILITY ARE POLICIES THAT GIVE STAFF THE 'FREEDOM TO SUCCEED'

AUTHOR(S) THOMAS, DONALD

PUB DATE FEB 74

ABSTRACT

IF THE SCHOOLS ARE TRULY TO BECOME MORE ACCOUNTABLE TO THE PUBLIC FOR WHAT YOUNGSTERS LEARN, SCHOOL BOARDS MUST TAKE A NEW APPROACH TO POLICY DEVELOPMENT. THEY MUST WRITE POLICIES THAT GIVE MORE FREEDOM TO STAFF AS THEY NAIL DOWN TIGHTER EXPECTATIONS OF STAFF PERFORMANCE. (AUTHOR)

DESCRIPTORS

EDUCATIONAL ACCOUNTABILITY
POLICY FORMATION
ADMINISTRATOR GUIDES
BOARD OF EDUCATION POLICY
PERFORMANCE CRITERIA
BOARDS OF EDUCATION

CITATION UPDATING SCHOOL BOARD POLICIES; 5; 2; 2-3

BDBB 2.403 ROLE OF STAFF PERSONNEL

REPORT NUMBER EJ078816

TITLE POLICY/NEGOTIATIONS ALERT: DON'T PUT HANDCUFFS ON YOUR SCHOOL PRINCIPALS

PUB DATE JUN 73

ABSTRACT

AN ILLINOIS HIGH SCHOOL PRINCIPAL PRESENTS A STRONG ARGUMENT FOR RETAINING BOARD-ADMINISTRATOR AUTONOMY IN MATTERS OF SCHOOL MANAGEMENT POLICY. (AUTHOR)

DESCRIPTORS

ADMINISTRATOR RESPONSIBILITY
BOARDS OF EDUCATION
PRINCIPALS
CONTRACTS
TEACHER ASSOCIATIONS
NEGOTIATION AGREEMENTS
POLICY FORMATION
COLLECTIVE BARGAINING
MANAGEMENT

CITATION UPDATING SCHOOL BOARD POLICIES; 4; 6; 1-2

BDBB 2.403 ROLE OF STAFF PERSONNEL also, BDBC 2.404 and BDBD 2.405

REPORT NUMBER EJ034335

TITLE WHO IS IN CHARGE OF OUR SCHOOLS?

AUTHOR(S) DOHERTY, JAMES E.

PUB DATE 70

ABSTRACT

TO HOLD THE TRUST OF THEIR PUBLICS, SOME SCHOOL BOARDS ARE (1) BRINGING STUDENTS INTO POLICY DELIBERATIONS AND DECISIONMAKING, (2) ELICITING GREATER PARTICIPATION OF TAXPAYERS AND PARENTS, AND (3) DEVELOPING EFFECTIVE PROGRAMS OF WRITTEN COMMUNICATION. (AUTHOR)

DESCRIPTORS

BOARD OF EDUCATION POLICY
COMPOSITION SKILLS (LITERARY)
PARENT PARTICIPATION
SCHOOL COMMUNITY RELATIONSHIP
COMMUNICATION (THOUGHT TRANSFER)
DECISION MAKING
POLICY FORMATION
STUDENT PARTICIPATION

CITATION UPDATING SCHOOL BOARD POLICIES; 1; 5; 3-4

BDBB 2.403 ROLE OF STAFF PERSONNEL

REPORT NUMBER ED025031

TITLE AREAS OF CONFLICT BETWEEN ADMINISTRATORS AND TEACHERS. A NEW MEXICO REPORT.

AUTHOR(S) SEABERG, JOHN; ULIBARRI, HORACIO

SOURCE NEW MEXICO UNIV., ALBUQUERQUE. BUREAU OF EDUCATIONAL RESEARCH AND SERVICE.

NOTE 41 P.

PUB DATE MAR 68

ABSTRACT

A STUDY INVESTIGATED THE NATURE OF THE CONFLICT BETWEEN THE SCHOOL ADMINISTRATION AND TEACHER ORGANIZATIONS OVER POLICY FORMULATION AND DECISION MAKING IN SIX NEW MEXICO SCHOOL DISTRICTS HAVING BOTH NATIONAL EDUCATION ASSOCIATION (NEA) AND AMERICAN FEDERATION OF TEACHERS (AFT) AFFILIATES. THE STUDY SOUGHT TO DETERMINE WHETHER THERE ARE DIFFERENCES BETWEEN THE SCHOOL ADMINISTRATION AND TEACHERS CONCERNING (1) AREAS OF IMPORTANCE IN POLICY FORMULATION AND DECISION MAKING, (2) THE AREAS IN WHICH TEACHERS SHOULD BE INVOLVED IN POLICY FORMULATION AND DECISION MAKING, AND (3) THE METHODS TEACHERS SHOULD EMPLOY TO OBTAIN THEIR GOALS. A THREE-PART QUESTIONNAIRE COMPOSED OF LIKERT-TYPE SCALES WAS ADMINISTERED TO LOCAL NEA AND AFT AFFILIATE OFFICERS AND EX-PFFICERS AND TO THE UPPER ECHELON OF THE LOCAL SCHOOL ADMINISTRATION AND MEMBERS OF THE LOCAL BOARD OF EDUCATION. CONCLUSIONS SHOW (1) NO SIGNIFICANT DIFFERENCES AMONG THE ADMINISTRATION, NEA AFFILIATE OFFICERS, AND AFT AFFILIATE OFFICERS, REGARDING AREAS OF IMPORTANCE, (2) SIGNIFICANT DIFFERENCES REGARDING THE AREAS IN WHICH TEACHERS SHOULD BE INVOLVED, AND (3) A MIXED REACTION REGARDING THE METHODS TEACHERS SHOULD EMPLOY TO OBTAIN THEIR GOALS. IMPLICATIONS OF THE FINDINGS ARE DISCUSSED, WITH AN OBSERVATION THAT THEY ARE MAINLY APPLICABLE TO AREAS OF THE UNITED STATES WHICH ARE NOT HEAVILY INDUSTRIALIZED AND NOT PROXIMATE TO STRONGLY UNIONIZED ORGANIZATIONS. (TT)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
BOARDS OF EDUCATION
CONFLICT
DECISION MAKING
EDUCATIONAL FINANCE
POLICY FORMATION
QUESTIONNAIRES
TEACHER EMPLOYMENT
ADMINISTRATOR SELECTION
COLLECTIVE NEGOTIATION
CURRICULUM
EDUCATIONAL FACILITIES
INSTRUCTION
PUBLIC SCHOOL TEACHERS
TEACHER ASSOCIATIONS
TEACHER MILITANCY

IDENTIFIERS

NEW MEXICO

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

BDBC 2.404 ROLE OF COMMUNITY

REPORT NUMBER EJ090285

TITLE ST. PAUL INVOLVES COMMUNITY

AUTHOR(S) MONTGOMERY, PETER

PUB DATE OCT-NOV 73

ABSTRACT

A HISTORY OF COMMUNITY INVOLVEMENT IN THE EDUCATIONAL PLANNING PROCESS REFLECTS SCRUTINY OF BUILDING PROJECTS, INVOLVEMENT IN PASSAGE OF BOND ISSUES AND PARTICIPATION IN THE DECISION-MAKING PROCESS. (KM)

DESCRIPTORS

EDUCATIONAL PLANNING
POLICY FORMATION
EDUCATIONAL CHANGE
COMMUNITY INVOLVEMENT
SCHOOL COMMUNITY COOPERATION
COMMUNITY ROLE
ALTERNATIVE SCHOOLS
BOND ISSUES
POLITICS

CITATION EDUCATION EXPLORATION CENTER JOURNAL; 3; 16-18

BDBC 2.404 ROLE OF COMMUNITY

REPORT NUMBER EJ091300

TITLE THE HAPPINESS FACTOR: INVISIBLE INGREDIENT IN EDUCATIONAL FLANNNING

AUTHOR(S) ENGLISH, FENWICK W.

PUB DATE W 74

ABSTRACT

SUGGESTS THAT BEFORE ADMINISTRATORS AND SCHOOLBOARDS MAKE POLICY DECISIONS IT WOULD BE WISE FOR THEM TO CONSIDER THE NATURE OF THE RESPONSE OF THE AFFECTED PUBLICS. (AUTHOR/DN)

DESCRIPTORS

EDUCATIONAL PLANNING
PUBLIC SUPPORT
ADMINISTRATOR GUIDES
BOARD OF EDUCATION POLICY
DECISION MAKING
COMMUNITY SUPPORT
PUBLIC OPINION
SCHOOL ADMINISTRATION

CITATION CATALYST FOR CHANGE; 3; 2; 28-30

BDBC 2.404 ROLE OF COMMUNITY also, BDBB 2.403 and BDBD 2.405

REPORT NUMBER EJ034335

TITLE WHO IS IN CHARGE OF OUR SCHOOLS?

AUTHOR(S) DOHERTY, JAMES E.

PUB DATE 70

ABSTRACT

TO HOLD THE TRUST OF THEIR PUBLICS, SOME SCHOOL BOARDS ARE (1) BRINGING STUDENTS INTO POLICY DELIBERATIONS AND DECISIONMAKING, (2) ELICITING GREATER PARTICIPATION OF TAXPAYERS AND PARENTS, AND (3) DEVELOPING EFFECTIVE PROGRAMS OF WRITTEN COMMUNICATION. (AUTHOR)

DESCRIPTORS

BOARD OF EDUCATION POLICY
COMPOSITION SKILLS (LITERARY)
PARENT PARTICIPATION
SCHOOL COMMUNITY RELATIONSHIP
COMMUNICATION (THOUGHT TRANSFER)
DECISION MAKING
POLICY FORMATION
STUDENT PARTICIPATION

CITATION UPDATING SCHOOL BOARD POLICIES; 1; 5; 3-4

BDBC 2.404 ROLE OF COMMUNITY also, KA 10.10

REPORT NUMBER ED105656

TITLE LOCAL CONTROL: AN OVERVIEW OF CONFLICTING VOICES.

AUTHOR(S) BRUSS, LYLE R.

NOTE 24 P.; PAPER PRESENTED AT THE ANNUAL CONVENTION OF THE NATIONAL SCHOOL BOARDS ASSOCIATION (35TH, MIAMI BEACH, FLORIDA, APRIL 19-22, 1975); NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT

PUB DATE APR 75

ABSTRACT

TO EXPLORE THE ISSUE OF LOCAL CONTROL OVER PUBLIC EDUCATION, FIVE MAJOR QUESTIONS HAVE BEEN IDENTIFIED AND FOLLOWED BY RESPONSES FROM A VARIETY OF SOURCES THAT DEPICT EXISTING CONFLICTS AND DIVERISTY IN OPINION. THE RESPONSES ILLUSTRATE THAT RESOLUTIONS OF THE LOCAL CONTROL PROBLEMS ARE UNCERTAIN, NOT DUE TO LACK OF DIRECTION BY PARTICIPANTS, BUT RATHER BY THEIR CONFLICTING INTERESTS. FOUR GENERAL PRINCIPLES ARE SUGGESTED FOR OPERATING WITHIN THE MANY INFLUENCES AND INTERACTIONS IN OPEN SCHOOL SYSTEMS: THE LINE FOR DEMARCATION FOR MAINTAINING LOCAL CONTROL SHOULD CLEARLY BE ESTABLISHED; SCHOOL BOARDS SHOULD PROMOTE COMMUNICATION AMONG PARTICIPANTS IN THE SYSTEM AND THEMSELVES; LOCAL POWER SHOULD BE IN THE HANDS OF THOSE LOCAL PARTICIPANTS WHO SHOW THE MOST RESPONSIBILITY; AND OVERALL CONTROL OF POWER SHOULD BE WITHIN THE DULY ELECTED SCHOOL BOARD WHO IS, BY ACTION, REPRESENTATIVE OF LOCAL PARTICIPANTS OF THE SYSTEM. (AUTHOR/DW)

DESCRIPTORS

BOARDS OF EDUCATION
CITIZEN ROLE
EDUCATIONAL ALTERNATIVES
ELEMENTARY SECONDARY EDUCATION
POLICY FORMATION
RESEARCH
SCHOOL DISTRICT AUTONOMY
STATE SCHOOL DISTRICT RELATIONSHIP
CITIZEN PARTICIPATION
COMMUNITY CONTROL
EDUCATIONAL FINANCE
GOVERNANCE
POWER STURCTURE
SCHOOL COMMUNITY RELATIONSHIP
STANDARDS
TEACHER PARTICIPATION

EDRS PRICE MF-$0.76 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

BDBC 2.404 ROLE OF COMMUNITY

REPORT NUMBER ED047364

TITLE POLICIES FOR COPING WITH THE CIRTICS. A SCHOOL BOARD POLICY DEVELOPMENT KIT.

SOURCE NATIONAL SCHOOL BOARDS ASSOCIATION, WATERFORD, CONN. EDUCATIONAL POLICIES SERVICE.

NOTE 28 P.; CAT. NO. 70-60

PUB DATE DEC 70

ABSTRACT

WRITTEN SCHOOL BOARD POLICIES CAN DEMONSTRATE THAT BOARDS WELCOME IDEAS FROM THE PEOPLE, THAT THERE ARE PROPER PROCEDURES FOR GETTING A HEARING ON COMPLAINTS, AND THAT STAFF AND CURRICULUM WILL BE PROTECTED FROM PRESSURE. THE SAMPLE SCHOOL BOARD POLICIES, ADMINISTRATIVE RULES, AND INFORMATION STATEMENTS IN THIS KIT ARE INTENDED TO FACILITATE THE TASK OF DEVELOPING GOOD PROCEDURE IN SEVERAL PERTINENT POLICY AREAS--THE HANDLING OF COMPLAINTS, THE TEACHING OF CONTROVERSIAL ISSUES, AND ACADEMIC FREEDOM. CRITERIA FOR EVALUATING A BOARD'S RESPONSIVENESS TO THE COMMUNITY, SUGGESTED FORMS FOR RECONSIDERATION OF BOOKS OR SOCIAL STUDIES MATERIALS, AND A GUIDE TO FURTHER READING ARE ALSO PROVIDED. (AUTHOR/JF)

DESCRIPTORS

ACADEMIC FREEDOM
BOARDS OF EDUCATION
COMMUNITY CONTROL
POLICY FORMATION
SCHOOL COMMUNITY COOPERATION
BOARD OF EDUCATION POLICY
CENSORSHIP
GUIDELINES
PUBLIC RELATIONS
SCHOOL COMMUNITY RELATIONSHIP

AVAILABILITY: NATIONAL SCHOOL BOARDS ASSOCIATION, STATE NATIONAL BANK PLAZA, EVANSTON, ILLINOIS 60201 (CAT. #70-60, 1-3 KITS $2.00, QUANTITY DISCOUNTS.)

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

BDBC 2.404 ROLE OF COMMUNITY

REPORT NUMBER ED046841

TITLE SOME STRUCTURAL DETERMINANTS OF CITIZEN PARTICIPATION IN EDUCATIONAL POLICY-MAKING IN SUBURBIA: A CASE STUDY.

AUTHOR(S) STEINBERG, LOIS S.

SOURCE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, WASHINGTON, D.C.

NOTE 21 P.; PAPER PRESENTED AT THE ANNUAL CONVENTION, AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, NEW YORK, NEW YORK, FEBRUARY 4, 1971

PUB DATE FEB 71

ABSTRACT

FINDINGS OF A 2 YEAR FIELD STUDY OF COMMUNITY SCHOOL CONFLICT SUGGEST THAT EPISODIC INVOLVEMENT AND EMPHASIS ON ECONOMIC ISSUES ARE THE RESULT OF INADEQUATE INSTITUTIONAL PROVISIONS FOR SUSTAINED PARTICIPATION, DEFICIENCIES IN THE MECHANISMS PROVIDING OBSERVABILITY OF ISSUES AND INEFFICTIVE CHANNELS FOR THE EXPRESSION, AND MEDIATION OF DISSENT. THESE INADEQUACIES ARE THE RESULT OF DEPOILTICIZATION IN THE SCHOOL BOARD-COMMUNITY RELATIONSHIP AND PROFESSIONALIZATION IN THE ADMINISTRATION-PARENT RELATIONSHIP. WHEN SCHOOL-CONTROLLED CHANNELS BECAME CLOSED TO OTHER THAN SUPPORTIVE PARTICIPATION, DISSENT WAS FORCED INTO THE EXTERNALLY CONTROLLED CHANNELS. THIS LED TO SCHOOL BOARD AND SUPERINTENDENCY TURNOVER WHICH BROUGHT ABOUT MORE RESPONSIVE LEADERSHIP RESULTING IN THE CREATION OF NEW CHANNELS WHICH INTEGRATED THE SCHOOL SYSTEM AND THE COMMUNITY BY INCREASING VISIBILITY OF ISSUES AND LEGITIMATING DISSENT. THE STRENGTH OF 'LOCAL' INTERESTS AND RELATIVE WEAKNESS OF SCHOOL INTERESTS AND THE UNEQUAL BALANCE OF POWER IN THE PARENT-ADMINISTRATION RELATIONSHIP SUGGEST THE NEED FOR ADDITIONAL STURCTURAL PROVISIONS FOR THE PROMOTION OF SUSTAINED INVOLVEMENT AND THE MEDIATION OF CONFLICTING INTERESTS. (AUTHOR)

DESCRIPTORS

BOARDS OF EDUCATION
CITIZEN PARTICIPATION
EDUCATIONAL POLICY
PARENT PARTICIPATION
POLICY FORMATION
SOCIOECONOMIC INFLUENCES
CASE STUDIES
CONFLICT RESOLUTION
PARENTAL GRIEVANCES
PARENT SCHOOL RELATIONSHIP
SCHOOL COMMUNITY RELATIONSHIP
SUBURBAN SCHOOLS

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

BDBD 2.405 ROLE OF STUDENTS also, BDBB 2.403 and BDBC 2.404

REPORT NUMBER EJ034335

TITLE WHO IS IN CHARGE OF OUR SCHOOLS?

AUTHOR(S) DOHERTY, JAMES E.

PUB DATE 70

ABSTRACT

TO HOLD THE TRUST OF THEIR PUBLIDS, SOME SCHOOL BOARDS ARE (1) BRINGING STUDENTS INTO POLICY DELIBERATIONS AND DECISIONMAKING, (2) ELICITING GREATER PARTICIPATION OF TAXPAYERS AND PARENTS, AND (3) DEVELOPING EFFECTIVE PROGRAMS OF WRITTEN COMMUNICATION. (AUTHOR)

DESCRIPTORS

BOARD OF EDUCATION POLICY
COMPOSITION SKILLS (LITERARY)
PARENT PARTICIPATION
SCHOOL COMMUNITY RELATIONSHIP
COMMUNICATION (THOUGHT TRANSFER)
DECISION MAKING
POLICY FORMATION
STUDENT PARTICIPATION

CITATION UPDATING SCHOOL BOARD POLICIES; 1; 5; 3-4

BDC 2.406 POLICY ADOPTION

REPORT NUMBER ED105623

TITLE THE PROCESS OF DEVELOPING WRITTEN SCHOOL BOARD POLICIES.

AUTHOR(S) DICKINSON, WILLIAM E.

NOTE 20 P.; PAPER PRESENTED AT THE ANNUAL CONVENTION OF THE NATIONAL SCHOOL BOARDS ASSOCIATION (35TH, MIAMI BEACH, FLORIDA, APRIL 19-22, 1975)

PUB DATE 20 APR 75

ABSTRACT

THE AMERICAN SCHOOL BOARD IS ON TRIAL. THE MOST COMMON ACCUSATIONS ARE THAT SCHOOL BOARDS ARE IRRELEVANT, UNRESPONSIVE, PROVINCIAL, AND THEREFORE OBSOLETE. SCHOOL BOARDS WILL NOT MEET THIS CHALLENGE IF THEY CONTINUE TO TOLERATE CERTAIN COMMON OBSTACLES TO EFFECTIVE POLICY-MAKING. NEW HORIZONS CAN BE REACHED IF BOARDS AND THEIR ADMINISTRATORS CAN MASTER AND IMPLEMENT THE ARTS AND SKILLS OF RESPONSIBLE AND RESPONSIVE POLICY-MAKING. UP-TO-DATE AND RESPONSIVE WRITTEN POLICIES PROVIDE TANGIBLE EVIDENCE THAT SCHOOL BOARDS CAN INDEED GOVERN. WRITTEN POLICIES ARE THE CHIEF MEANS BY WHICH THE SCHOOL BOARD GOVERNS THE SCHOOLS; ADMINISTRATIVE RULES ARE ONE OF THE MEANS BY WHICH THE SUPERINTENDENT IMPLEMENTS THE BOARDS POLICIES. A PROJECT TO CODIFY AND UPDATE SCHOOL BOARD POLICIES IS MUCH LIKE CLEANING THE ATTIC. ONCE THE ATTIC IS CLEAN, THE BOARD AND ADMINISTRATOR CAN FINALLY SEE WHAT IS THERE. HOWEVER, CODIFYING POLICIES IS A TIME-COMSUMING SERVICE THAT SHOULD NOT BE PERFORMED BY THE BOARD ITSELF. THE BOARD SHOULD OPERATE AT THE DECISION-MAKING LEVEL, NOT AT THE SERVICE LEVEL OF POLICY MANUAL PREPARATION. (AUTHOR/JG)

DESCRIPTORS

ADMINISTRATOR ROLE
BOARD OF EDUCATION POLICY
BOARDS OF EDUCATION
DECISION MAKING
EDUCATIONAL POLICY
GOVERNANCE
BOARD ADMINISTRATOR RELATIONSHIP
BOARD OF EDUCATION ROLE
CODIFICATION
DECISION MAKING SKILLS
ELEMENTARY SECONDARY EDUCATION
POLICY FORMATION

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

BDE 2.408 POLICY REVIEW

REPORT NUMBER EJ034331

TITLE CAN OUR POLICIES COPE WITH TODAY'S URGENT ISSUES?

AUTHOR(S) DARNELL, FRANK

PUB DATE 70

ABSTRACT

WELL DEFINED AND DEVELOPED POLICY MANUALS ARE A MEANS TO PROMOTING EVOLUTIONARY CHANGE IN EDUCATIONAL POLICY. (AUTHOR)

DESCRIPTORS

ACTIVISM
MINORITY GROUPS
PROFESSIONAL RECOGNITION
BOARD OF EDUCATION POLICY
POLICY FORMATION
SOCIAL CHANGE

CITATION UPDATING SCHOOL BOARD POLICIES; 1; 1; 1-3

BDE 2.408 POLICY REVIEW

REPORT NUMBER EJ099434

TITLE SCHOOL BOARD MANUAL OF POLICY AND LAW: A PROCEDURE FOR CODIFYING LOCAL BOARD POLICIES AND REGULATIONS AND COLLECTING SCHOOL LAW

AUTHOR(S) PHAY, ROBERT E.; WINSLOW, EDWARD C.

PUB DATE APR 74

ABSTRACT

THE ONLY WAY TO COPE WITH THE PLETHORA OF FEDERAL AND STATE LAWS AND REGULATIONS IS TO COLLECT AND CATEGORIZE IT IN A SYSTEMATIC WAY AND TO INTEGRATE IT WITH CAREFULLY DEVELOPED LOCAL BOARD POLICIES AND REGULATIONS ON THE MAJOR AREAS OF SCHOOL OPERATION. OUTLINES A PROCEDURE FOR DOING THAT JOB. (AUTHOR/JF)

DESCRIPTORS

BOARD OF EDUCATION POLICY
STATE LEGISLATION
BOARDS OF EDUCATION
SCHOOL LAW
INFORMATION RETRIEVAL
POLICY FORMATION
FEDERAL LEGISLATION
ADMINISTRATOR GUIDES
CODIFICATION

CITATION SCHOOL LAW BULLETIN; 5; 2; 1-5

BH 2.411 CODE OF ETHICS also, CB 3.20

REPORT NUMBER EJ011208

TITLE NEA COMMITTEE ACTS ON ETHICS COMPLIANT

AUTHOR(S) FAULCONER, ESTELLE

PUB DATE 69 NOV

ABSTRACT

REPRINT OF AN NEA COMMITTEE ON PROFESSIONAL ETHICS DOCUMENT WHICH FOUND JIM CHERRY OF DE KALB COUNTY, GEORGIA, GUILTY OF VIOLATING THE CODE OF ETHICS OF THE EDUCATION PROFESSION AND ORDERED HIS EXPULSION FROM MEMBERSHIP IN THE NEA. (AUTHOR/JL)

DESCRIPTORS

ADMINISTRATOR EVALUATION
ETHICS
SCHOOL ADMINISTRATION
SUPERINTENDENTS
ETHICAL VALUES
PROFESSIONAL ASSOCIATIONS
STANDARDS
TEACHER ASSOCIATIONS

IDENTIFIERS

NATIONAL EDUCATION ASSOCIATION
NEA

CITATION TODAYS EDUC; 58; 8; 34-35, 79

PART III

GENERAL SCHOOL ADMINISTRATION

Policy Outline

The following outline concerns aspects of general school administration relative to city and/or county school systems within the State of Alabama. As has been true in other sections, statutes mandate separate classifications of county and city systems' policies in specified areas. Said areas have been identified and accordingly codified.

C	3.0	General School Administration
CA	3.10	Goals and Objectives
CB	3.20	Code of Ethics for Administrators
CB	3.201	Administrator as Exemplar
CB	3.202	Obedience and Loyalty
CB	3.203	Acceptance of Responsibilities
CB	3.204	Provision of Educational Esperiences
CB	3.205	Ethical Application
CB	3.206	Implementation of Policies and Rules
CB	3.207	Honor of Public Trust
CB	3.208	Absence of Conflicts of Interests
CB	3.209	Accountability
CB	3.210	Overview of Standards of Ethical Behavior

CC	3.30	Organization Charts
CCA	3.301	District Organizational Chart
CCB	3.302	Division of Personnel and Special Services
CCB	3.303	Division of Instruction
CCB	3.304	Division of Business Management
CCB	3.305	Division of Accounting
CCC	3.306	School Building Organization Chart
CE	3.40	School Superintendent
CE-R	3.401	Election Procedures (As applicable to certain Alabama systems)
CEA	3.402	Qualifications-County Superintendent
CEA	3.403	Qualifications-City Superintendent
CEB	3.404	Duties of the Superintendent
CED	3.405	Appointment of the Superintendent
CEE	3.406	Compensation and Benefits
CEF	3.407	Travel Expenses
CEG	3.408	Professional Development Opportunities
CEH	3.409	Consulting
CEI	3.410	Evaluation of the Superintendent
CEJ	3.411	Removal of the Superintendent
CEK	3.412	Resignation
CEL	3.413	Retirement of the Superintendent
CF	3.414	Board-Superintendent Relations
CG	3.50	Administrative Personnel
CGA	3.501	Administrative Salary Schedules and Contracts
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CGBA	3.503	Assistant Superintendent

CGBAA	3.504	Assistant Superintendent-Director of Business Affairs
CGBAE	3.505	Director of Personnel
CGBAB	3.506	Assistant Superintendent-Director of Personnel Administration
CGBAD	3.507	Directors of Instruction
CGBAG	3.508	Principals and Assistant Principals
CGBB	3.509	Administrative Job Descriptions
CGC	3.510	Recruitment
CGD	3.511	Employment
CGE	3.512	Assignment
CGI	3.513	Evaluation
CGK(CGG)	3.514	Initial Three Year Probationary Period and Tenure for Administrative Personnel
CGL	3.515	Transfer
CGM	3.516	Separation
CGN	3.517	Resignation
CGO	3.518	Retirement
CGPA	3.519	Health Examinations
CGPA-R	3.520	Physical Examinations
CGPAA-R	3.521	Annual Tuberculin Test
CGPB(CGPC)	3.522	Time Schedules and Workloads
CGPD	3.523	Travel Expenses
CGPE	3.524	Nonschool Employment
CGPEA	3.525	Consulting by Administrative Personnel

3.60 Leaves and Absences

CGPF	3.601	Professional Leaves and Absences
CGPFA	3.602	Annual Leave of Absence
CGPFB	3.603	Conferences and Visitations

CGPF	3.604	Summer Leave for Twelve Month Personnel
CGPGA	3.605	Legal Absences
CGPGB	3.606	Sick Leave
CGPGC	3.607	Maternity Leave
CGPGD	3.608	Military Leave
CGPGE	3.609	Religious Leave
CGPGF	3.610	Bereavement Leave
CGPGG	3.611	Personal Leave
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CL	3.702	Committees
CM	3.80	Policy Implementation
CMA	3.801	Administrative Rules
CMAA	3.802	Administrative Rules Drafting
CMAB	3.803	Administrative Rules Adoption
CMAC	3.804	Rules Dissemination
CMAD	3.805	Review of Administrative Rules
CMB	3.806	Administration in Policy Absence
CN	3.90	Administrative Records
CO	3.901	Administrative Reports

Policy Questions

3.10 CA Goals and Objectives

How are functions and delegated authority of administrators related to the stated goals and objectives of the School District? Does the Board in any way abrogate its responsibility through such delegation of authority?

3.20 CB Code of Ethics for Administrators

What standards of ethics govern the school system's administrative and supervisory personnel? Are said standards realistic? What purposes do the standards of ethics serve?

3.201 3.210 CB How does the administrator achieve the role of exemplar? To whom does he or she owe obedience and loyalty? How are these related to implementation of board policies and administrative rules? How does the administrator account to the public? To what degree do ethical standards extend to the administrator's relationship with colleagues? with subordinates? with students? with superiors? Should closer attention be paid to such ethical standards rather than dismissal of same as mere platitudes? To what extent does strict adherence to these standards characterize school districts in Alabama? Do Boards insist on ethical practices?

3.30 CC Organization Charts

Is there a clear-cut organizational chart of the School District? Does it illustrate line and staff relationships? Does everyone know who reports to whom; at what levels decisions are made and by whom?

3.301 3.306 CCA-CCC Does the organization adequately reflect the decision-making levels within the School District? Does it identify inter-departmental relationships at the upper management levels? Are the functions and areas of responsibility clear for each operating level illustrated? What is the relationship of each level to the building principal and his certificated and non-certificated personnel? Are channels of communication established between and among all operating units? What patterns of line authority are common at each operational level? Are the lines of communication sufficiently flexible to prevent excessive structure and resultant bureaucratic "red tape?"

3.40 CE School Superintendent

3.401 CE-R	What election procedures are applicable in those Alabama systems which specify election of the superintendent? Can the electorate vote to have the Board appoint a superintendent in these counties? When does the elected superintendent take office?
3.402 3.403 CEA	What are the qualifications considered as minimum for county and city superintendents? In what ways do these differ? What statutes govern said minimum qualifications? What additional qualifications are required by Boards in general? Do these assure presence of adequately qualified superintendents?
3.404 CEB	What are the duties of county and city superintendents in Alabama? Are the majority of the specific duties common to both county and city superintendents? Is the degree of delegated authority commensurate with the duties and responsibilities?
3.405 CED	What are the terms of county and city superintendents' appointments in Alabama? Are the terms specific, continuing, continuing until notification, renewal a year before termination? What statutes govern the length of terms for county superintendents?
3.406 CEE	What are the compensation and benefit provisions for the superintendent? Who determines these variables within county and city systems in Alabama? Why are superintendents in Alabama not eligible for coverage under the tenure law? Should such coverage be provided?
3.407 CEF	What travel expense is provided? How are reimbursements handled? Are invoices for all expenditures required? When are specific items of travel expense initially approved?
3.408 CEG	What professional development opportunities should be available to the superintendent? On what criteria is said provision based?
3.409 CEH	What criteria govern performance of consultative services by the superintendent? Under what provisions may the superintendent consult for pay? What School District benefits can be derived through consultative service by the superintendent? To what degree do Alabama superintendents currently function as consultants outside of their home districts?

3.410 CEI How and when should the superintendent be evaluating concerning his performance? What procedures assure fairness in said evaluation? Is the superintendent to be afforded the same rights as other professional personnel relative to evaluation? Do evaluative procedures provide for a follow-up discussion between the Board members and the superintendent?

3.411 CEJ How, and under shat circumstances may a superintendent be removed from office? Is a hearing provided prior to removal?

3.412 CEK How, and under what circumstances may a superintendent resign from office? What type of notice is required and what is the required length of time? What exceptions are permitted?

3.413 CEL Do all the retirement benefits accrued by other professional employees in Alabama also accrue to the superintendent? What mandatory provisions govern the superintendent's retirement?

3.414 CF What characteristics typify the Board-Superintendent relationship in Alabama systems? What power is delegated to the superintendent? Could an Alabama school board legally refuse to delegate administrative authority to its superintendent? What standards of ethics apply to the Board-superintendent relationships?

3.50 CG Administrative Personnel

3.501 CGA How are administrators compensated? Who issues contracts? Who determines the salary schedule and how is said schedule prepared?

3.502 CGB How and on what basis are administrative positions created? Who decides how many and what types of administrative or supervisory positions are needed in the School District?

3.503 CGBAA In what capacities does the assistant superintendent of an Alabama school system function? What qualifications should he or she possess? What are specific duties and responsibilities which he or she must discharge? To whom is he or she accountable?

3.504 CGBA What duties and responsibilities are discharged by the director of business affairs? What is the nature of this position? What qualifications are necessary? What ethical standards should apply? To whom is said director accountable?

3.505 3.506 CGBAE CGBAB	What provisions are made within the school system to assure adequate handling of all areas of the personnel function? What roles are played by the Assistant Superintendent for personnel and the personnel director? What qualifications are needed in these positions? To whom is each accountable? What instructional-related functions does each position involve?
3.507 CGBAD	What is the nature of the Director of Instruction position? What qualifications are required? What duties and responsibilities must be discharged?
3.508 CGBAG	What are the primary functions of building principals and assistant principals? What qualifications are required? What specific duties and responsibilities must each discharge? To whom is each accountable?
3.509 CGBB	What should be included in all job descriptions? Should all employees in the system operate from said job descriptions? Who is responsible for reviewing and updating job descriptions? How often does the Board mandate such review? What is the main purpose for preparation of said descriptions?
3.510 CGC	What criteria characterize the School District's recruitment program? Do relevant policies assure compliance with equal employment opportunity? How are employees notified of existing vacancies in administrative or supervisory positions? Does the school system promote exclusively from within its ranks? Do the policies recognize the fact that, though employee morale must be considered, personnel from outside the system can provide an influx of innovative ideas? Is the policy overly provincial?
3.511 CGD	Who appoints all personnel to be employed in the school system? Upon what recommendation is the appointment made?
3.512 CGE	Who assigns personnel and on what criteria is the assignment based?
3.513 CGI	What are the recognized purposes of evaluation? How often are administrators and supervisors evaluated? What are the bases for evaluation? What provisions are made to encourage self-evaluation?
3.514 CGG CGK	What activities are conducted during the probationary periods? How do administrative employees achieve tenure status in Alabama? What procedures govern placement of the employee on continuing service status?

3.515 CGL	What procedures govern involuntary transfers? How do administrative or supervisory employees request voluntary transfer?
3.516 CGM	What procedures govern the separation of administrative or supervisory employees? What circumstances justify separation or dismissal?
3.517 CGN	How and under what circumstances may administrative or supervisory employees resign? What period of notice is required? What exceptions are possible?
3.518 CGO	What retirement provisions are applicable to all professional personnel in Alabama? What benefits are available? What is the mandatory retirement age?
3.519 3.521 CGPA CGPAA-R	What types of health or physical examinations may be required of administrative or supervisory personnel? Which are mandated by statute?
3.522 CGPB	What time schedules and work loads are applicable to administrators and supervisors? What provisions govern exceptional situations?
3.523 CGPD	What provisions are made to reimburse administrators and supervisors for expenses incurred in job performance? What accounting procedures are required? Who determines rate of reimbursement? What restrictions apply?
3.524 CGPE	Under what circumstances may an administrator or supervisor accept part-time employment? What prior arrangements must be made?
3.525 CGPEA	What provisions govern consultative service by administrative or supervisory employees? How is such service beneficial to the system? What restrictions are imposed?

3.60 Leaves and Absences

3.601 CGPF	What arrangements does the school system provide relative to professional leave? What procedures govern application for said leave?
3.602 CGPFA	How and under what circumstances may administrative or supervisory employees receive leaves of absence? What is the maximum stipulated time for said absence? How does such leave affect the employee's status and accrued benefits?

3.603 3.604 CGPFB CGPF What provisions are made for conferences and visitations relative to granting leaves? How and under what circumstances may an employee receive such professional-type leave? How may administrative or supervisory employees attend summer school without loss of pay? What restrictions apply?

3.605- 3.611 CGPGA- CGPGG What legal-types of personal absences are permissible? What legal provisions govern the use of sick leave, maternity leave, military leave, religious leave, and bereavement leave? Under what circumstances may the employee qualify for each of the above? Does the system's policy comply with recent legislation and court precedents relative to maternity leave? How and under what circumstances may personal leave be taken? May personal leave be used for sickness? May sick leave be used for personal reasons?

3.612 CGPH What provisions are made for vacations within the system? How do twelve month employees accrue annual leave? When and under what circumstances may annual leave be taken? What official holidays are observed by twelve month employees?

3.70 Consultants

CJ

How does the school system encourage administrative and supervisory personnel to utilize services of State Department of Education officials, personnel from colleges and universities? What procedures govern usage of said persons?

3.701 CK What areas are included in the professional development program? Does the system comply with the State Board's policies relative to yearly professional development? What is the core emphasis of the staff development program?

3.702 CL How and under what circumstances are staff committees utilized in efforts to improve the total educational program? Are the results of said committee work truly productive? Are the professional advice and counsel of employees in the district adequately obtained and applied to program improvement? What objective criteria measure committee outputs? In what areas of the system operation could such committees contribute? Should nonprofessional personnel be included where relevant? Should released time be provided for employees serving in such capacity? How are such committees chosen? Do they adequately reflect the total staff? Are committees more socially-oriented than product-oriented?

3.80 CM Policy Implementation

What duties and responsibilities are mandatory relative to implementation of board policies? What degree of public support should be given to said policies by employees? What ethical procedures should govern implementation of policies?

3.801 CMA 3.803 CMAB Who designs the administrative rules and regulations? What relationship must be present between Board adopted policies and administrative rules? Under what circumstances could the Board formulate administrative rules and officially adopt same?

3.802 CMAA Who should be involved in drafting of administrative rules and regulations? What provisions should be made for securing professional expertise?

3.804 CMAC What procedures should the district utilize to assure maximum accessibility of administrative rules? To whom should said rules be accessible?

3.805 CMAD Are administrative regulations and rules subject to Board approval? Can the Board veto said rules? Upon what logical basis could such a veto occur?

3.806 CMB Under what circumstances can the Superintendent take action in the absence of Board policy? Are such actions subject to later approval by the Board? What procedures govern the Board-Superintendent relationship in such cases?

3.90 CN Administrative Records

What provisions are made for storage, maintenance, and updating of Board records? What types of records are kept? What agencies dictate the kinds of records to be kept?

3.901 CO How and under what circumstances is report data procured from schools? What stipulations apply relative to punctuality and accuracy of reports? What procedures govern completion of required reports?

Major Considerations

The Board of Education should consider carefully the ethical posture it will follow, and which in turn will influence the entire school district. The transcending consideration is whether the Board views personnel in the school district and the entire structure as a complex challenge of great magnitude in which normative approaches are followed or as a situation in which coercive means are used. If a professional mode is followed, then the tenor of the district and schools within the district will be in finding, keeping and encouraging continuous improvement of professionals. If subprofessionals are acceptable, then more precise policies and rules become necessary.

The size of the school district and the extent to which it will require leadership will influence the organization. Structure should only be established to meet the identified needs of the school district. Overorganization can exert negative influences on progress as can underorganization. A key consideration involves recognition by administrators that the more elaborate and comprehensive the policy manual, the more administrative time required to manage and monitor relevant areas of the district or local school.

Adherence by all administrative and supervisory personnel to the code of ethics provided by the American Association of School Administrators is crucial. The district's schools have a major responsibility in shaping the behavior of children and youth; and all practices and procedures of school administrators relative to such variables as obedience and loyalty, acceptance of responsibility, provision of educational experiences for children and youth, implementation of Board policies and regulations designed by the Superintendent, honor of public trust, absence of conflicts of interests, accountability, and other moral and professional standards should reflect the ethics inherent in a free, democratic and just society.

Justness, fairness and individual responsibility to oneself and to society are ethical considerations common to all peoples of the world and are learned not only by teaching but, more importantly, by their observable practice.

In the absence of the above ethical practices, the administration becomes but a hollow shell, of little positive effect on the children and youth of the present day. The cliche' "do as I say, not as I do" can not be followed by administrator who earnestly seeks to positively change behavior of children and youth.

Goals and Objectives
CA-3.10

The ability of a school system to enhance the educational processes is directly related to the organizational structure and dedication of administrative personnel. The goals and objectives of the administration of this School District shall be:

A. Committed to the support of instruction as a means of fulfilling its obligation to the community.

B. Made in the interest of strengthening and enhancing the instructional program at the local school level.

C. To develop and maintain the best program of education within capabilities of resources.

D. To recognize contributions of professional organizations at the local, state and national level.

E. To recognize that the leadership for progress of the schools rests with the Superintendent of Schools. Leadership, however, is shared by all professional educators and other citizens who represent the community.

F. To recognize that an effective instructional program and the efficient operation of the local school, are the responsibilities of the building principal.

G. To recognize that effective teacher-administrator-School Board relationships are dependent upon channels of communication at all levels. In order to promote understandings and maintain wholesome Board-staff relationships the policies, rules and regulations shall be clearly written. Moreover, the written policies shall be reviewed regularly, revised as necessary, and made available to all personnel to be used consistently by all concerned as a basis for action.

H. To acknowledge that legal responsibility for adoption of school policies rests with the Board. However, professionally prepared teachers and staff personnel are uniquely qualified to make significant contributions to development of recommendations through the Superintendent.

The Code of Alabama, Title 52, Sections 73 and 166.
Acts #1022 and #1023, approved 9/10/73
Code of Alabama, 1975, Sections 16-8-10 and 16-11-18.

Code of Ethics for Administrators

CB-3.20

Preamble

Public education in America rests on firm commitments to the dignity and worth of each individual; to the pre-eminence of enlightenment and reason over force and coercion; and to government by the consent of the governed. Public schools prosper to the extent they merit the confidence of the people. In judging its schools, society is influenced to a considerable degree by the character and quality of their administration. To meet these challenges school administrators have an obligation to exercise professional leadership.

Society demands that any group that claims the rights, privileges, and status of a profession prove itself worthy through the establishment and maintenance of ethical policies governing the activities of its members. A professional society must demonstrate the capacity and willingness to regulate itself and to set appropriate guides for the ethical conduct of its members. Such obligations are met largely by practitioners through action in a professional society such as the American Association of School Administrators and similar organizations at the State and local levels.

Every member of a profession carries a responsibility to act in a manner becoming a professional person. This implies that each school administrator has an inescapable obligation to abide by the ethical standards of his profession. The behavior of each is the concern of all. The conduct of any administrator influences the attitude of the public toward the profession and education in general.

These policies of ethical behavior are designed to inspire a quality of behavior that reflects honor and dignity on the profession of school administration. They are not intended as inflexible rules nor unchangeable laws. They serve to measure the propriety of an administrator's behavior in his working relationships. They encourage and emphasize those positive attributes of the professional conduct which characterize strong and effective administrative leadership.

Policy One-Exemplar
CB-3.201

The professional school administrator constantly upholds the honor and dignity of his profession in all his actions and relations with pupils, colleagues, school board members, and the public.

Policy Two-Obedience And Loyalty
CB-3.202

The professional school administrator obeys local, state, and national laws; holds himself to high ethical and moral standards, and gives loyalty to his country, state, local board of education and all superiors. He or she consistently enhances the cause of democracy and liberty through practice of loyalty and high ethical and moral standards.

Policy Three-Acceptance of Responsibilities
CB-3.203

The professional school administrator accepts the responsibility throughout his career to master and to contribute to the growing body of specialized knowledge, concepts, and skills which characterize school administration as a profession.

Policy Four-Provision of Experiences
CB-3.204

The professional school administrator strives to provide the finest possible educational experiences and opportunities to all persons in the district.

Policy Five-Ethical Application
CB-3.205

The professional school administrator applying for a position or entering into contractual agreement seeks to preserve and enhance the prestige and status of his profession.

Policy Six-Implementation of Policies and Rules
CB-3.206

The professional school administrator carries out in good faith all policies duly adopted by the local Board of Education and the rules and regulations of state authorities and renders professional service to the best of his ability.

Policy Seven-Honor of Public Trust
CB-3.207

The professional school administrator honors the public trust of his position above any economic or social rewards.

Policy Eight-Absence of Conflicts of Interests
CB-3.208

The professional school administrator does not permit considerations of private gain nor personal economics interest to affect the discharge of his professional responsibilities.

Policy Nine-Accountability
CB-3.209

The professional school administrator recognizes that the public schools are the public's business and seeks to keep the public fully and honestly informed about their schools.

Overview of Standards of Ethical Behavior
CB-3.210

High standards of ethical behavior for the professional school administrator are essential and are compatible with his faith in the power of public education and his commitment to leadership in the preservation and strengthening of the public schools.

The true sense of high calling comes to the Superintendent of Schools as he faces squarely such widely held beliefs as the following:

A. The effectiveness of the schools and their programs are inescapably the responsibility of the Superintendent of Schools.

B. Every act, or every failure to act, of the Superintendent of Schools has consequences in the schools and in the lives of people.

C. In many situations and to many people in a community the Superintendent of Schools is the living symbol of their schools.

D. The public entrusts both the day-by-day well-being and the long-range welfare of its children and of its school system to the Superintendent of Schools and the Board of Education.

E. The ultimate test for a Superintendent of Schools is the effort which he makes to improve the quality of learning opportunity for every child in the schools.

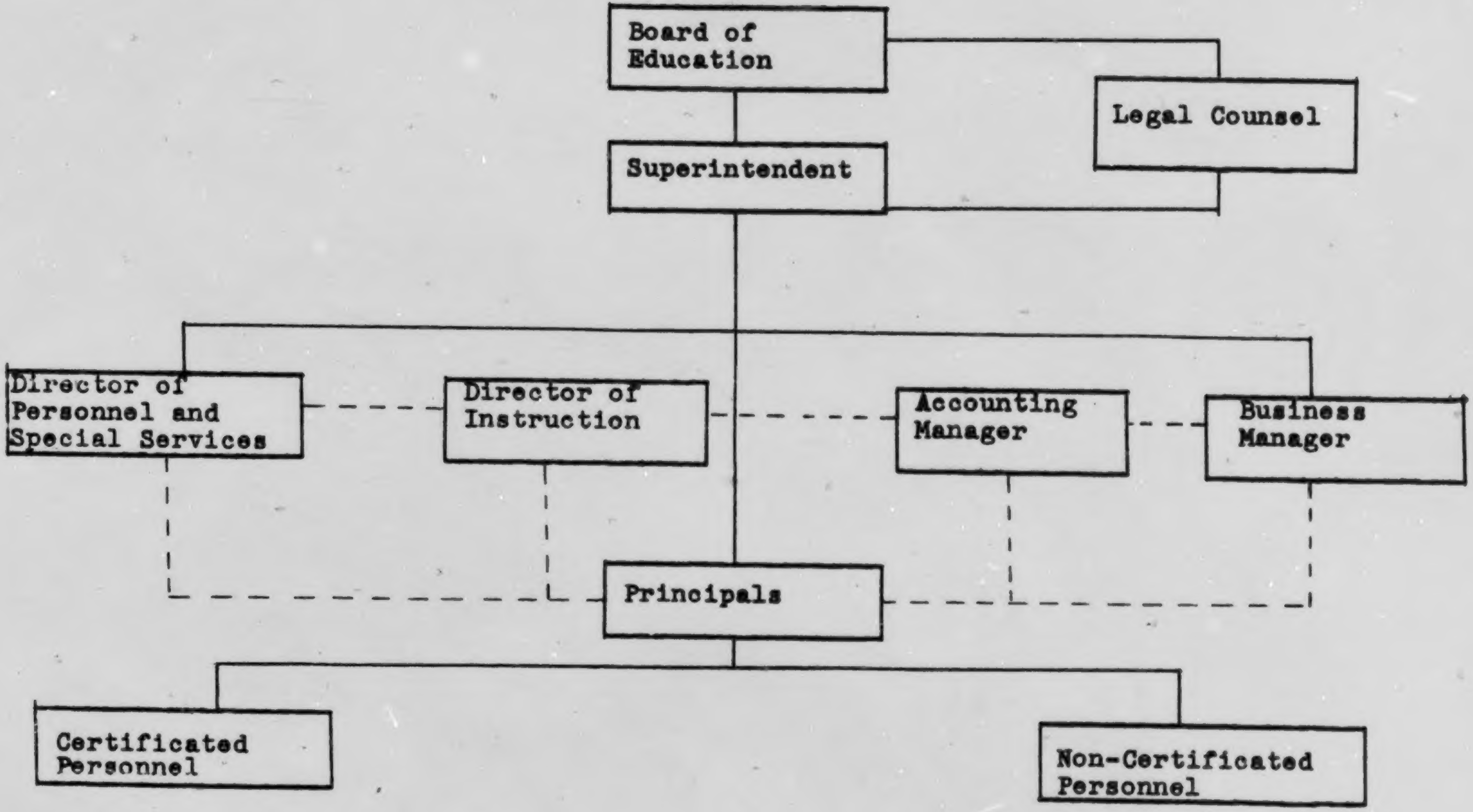
F. In the long run, what happens in and to the public schools of America happens to America.

Reference: From Code of Ethics, American Association of School Administrators, 1966.

Organization Charts
CC-3.30

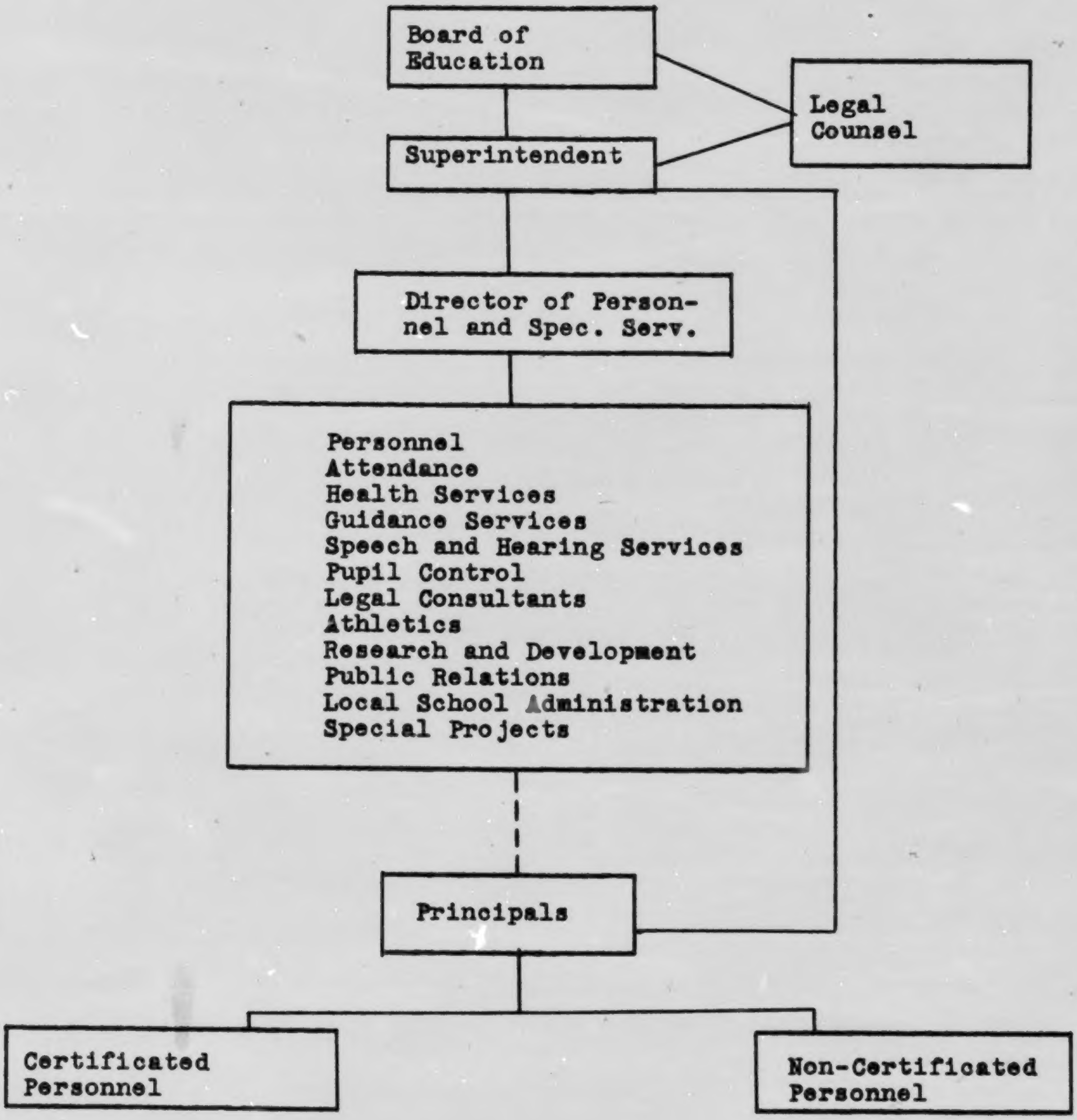
The Board of Education shall direct the Superintendent of Schools to prepare or cause to be prepared a chart of organization and job descriptions for all district employees. Said charts shall be submitted to the Board of Education for approval.

Note: In the charts which follow, broken lines denote coordinating or supportive relationships. With exception of legal counsel, unbroken lines denote lines of authority.

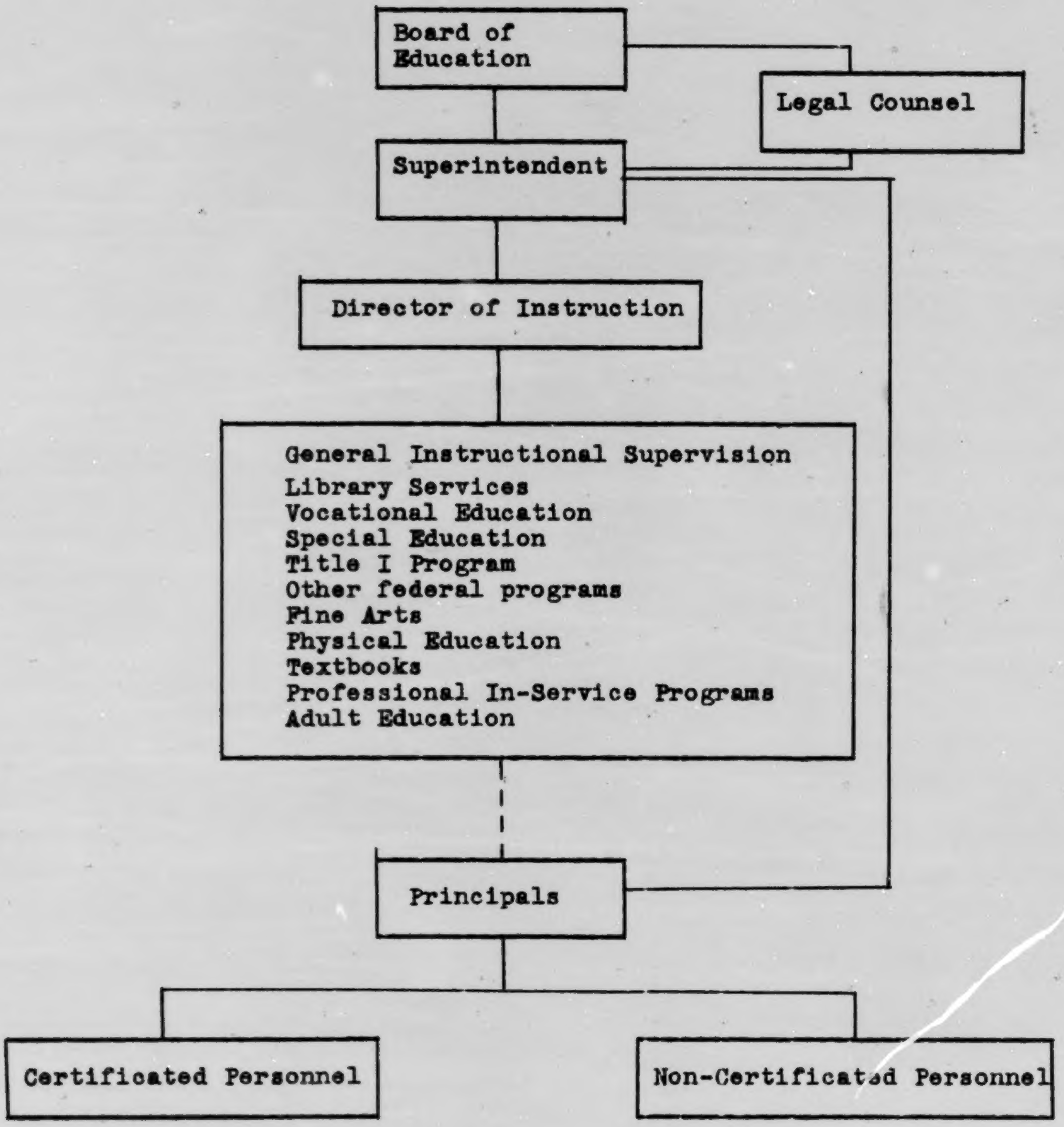

Board of Education
Legal Counsel
Superintendent
Director of Personnel and Special Services
Director of Instruction
Accounting Manager
Business Manager
Principals
Certificated Personnel
Non-Certificated Personnel

District Organizational Chart
CCA-3.301

Division of Personnel and Special Services
CCB-3.302

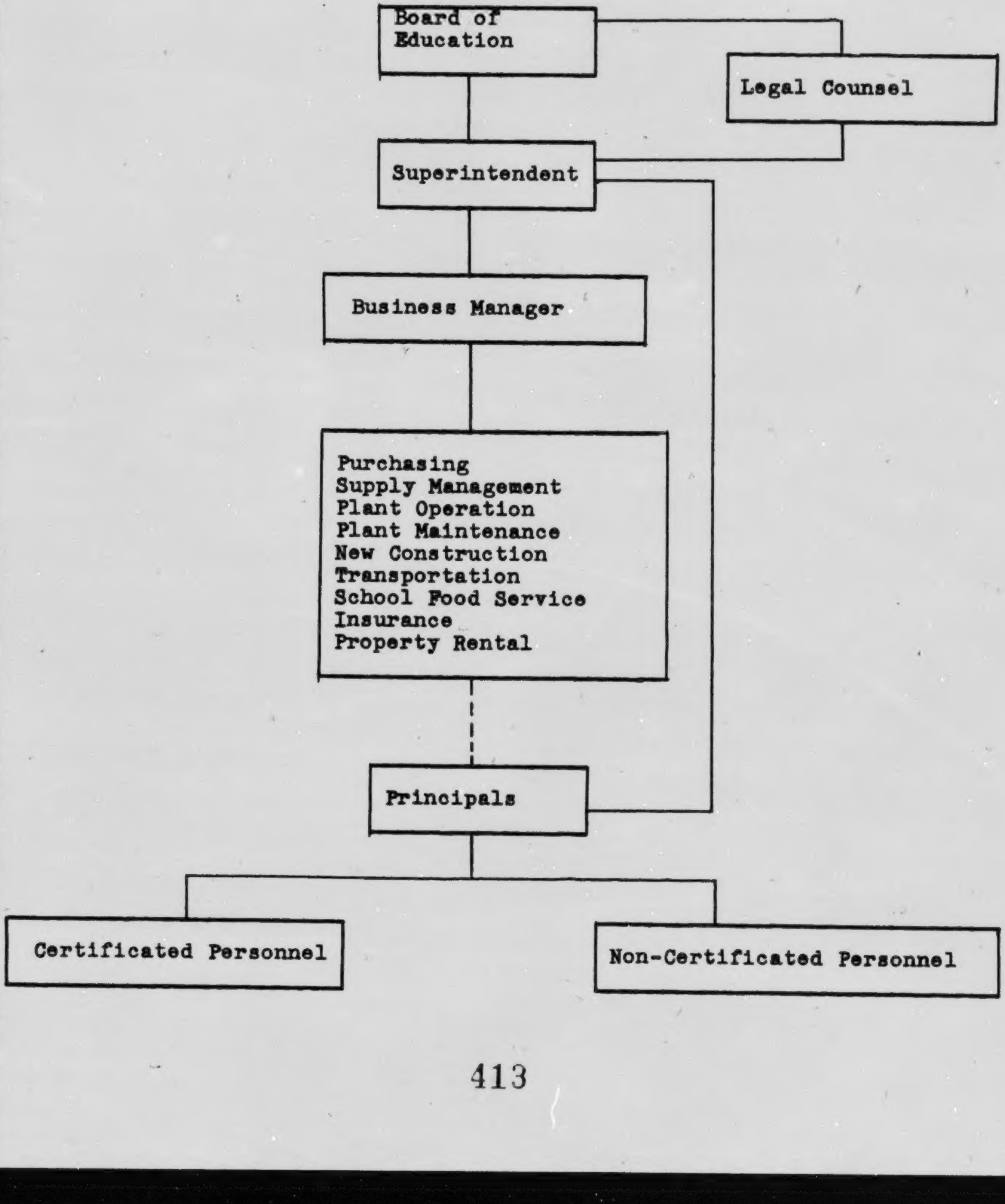

Board of Education
Legal Counsel
Superintendent
Director of Personnel and Spec. Serv.
Personnel
Attendance
Health Services
Guidance Services
Speech and Hearing Services
Pupil Control
Legal Consultants
Athletics
Research and Development
Public Relations
Local School Administration
Special Projects
Principals
Certificated Personnel
Non-Certificated Personnel

Division of Instruction
CCB-3.303

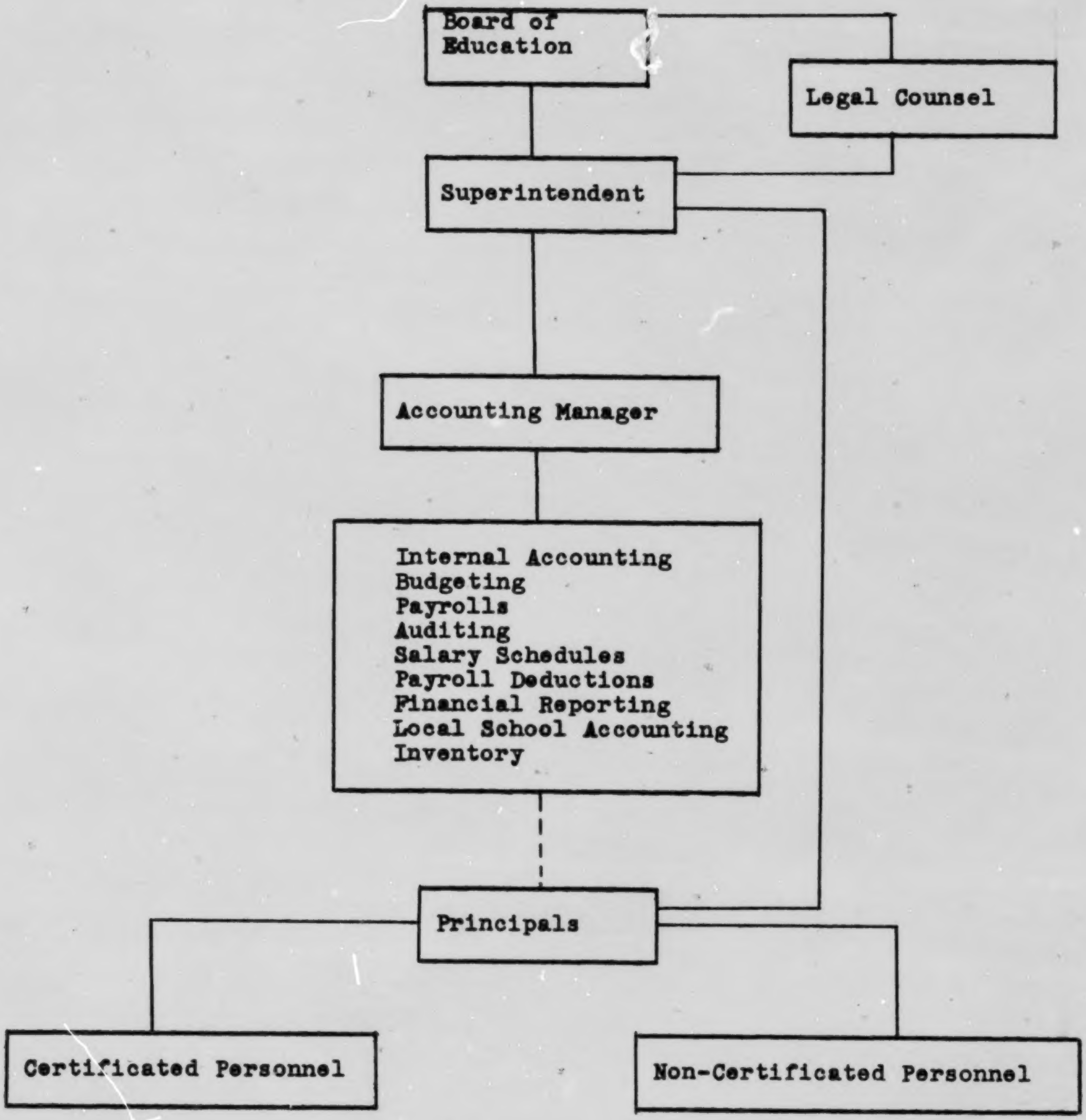

Board of Education
Legal Counsel
Superintendent
Director of Instruction
General Instructional Supervision
Library Services
Vocational Education
Special Education
Title I Program
Other federal programs
Fine Arts
Physical Education
Textbooks
Professional In-Service Programs
Adult Education
Principals
Certificated Personnel
Non-Certificated Personnel

Division of Business Management

CCB-3.304

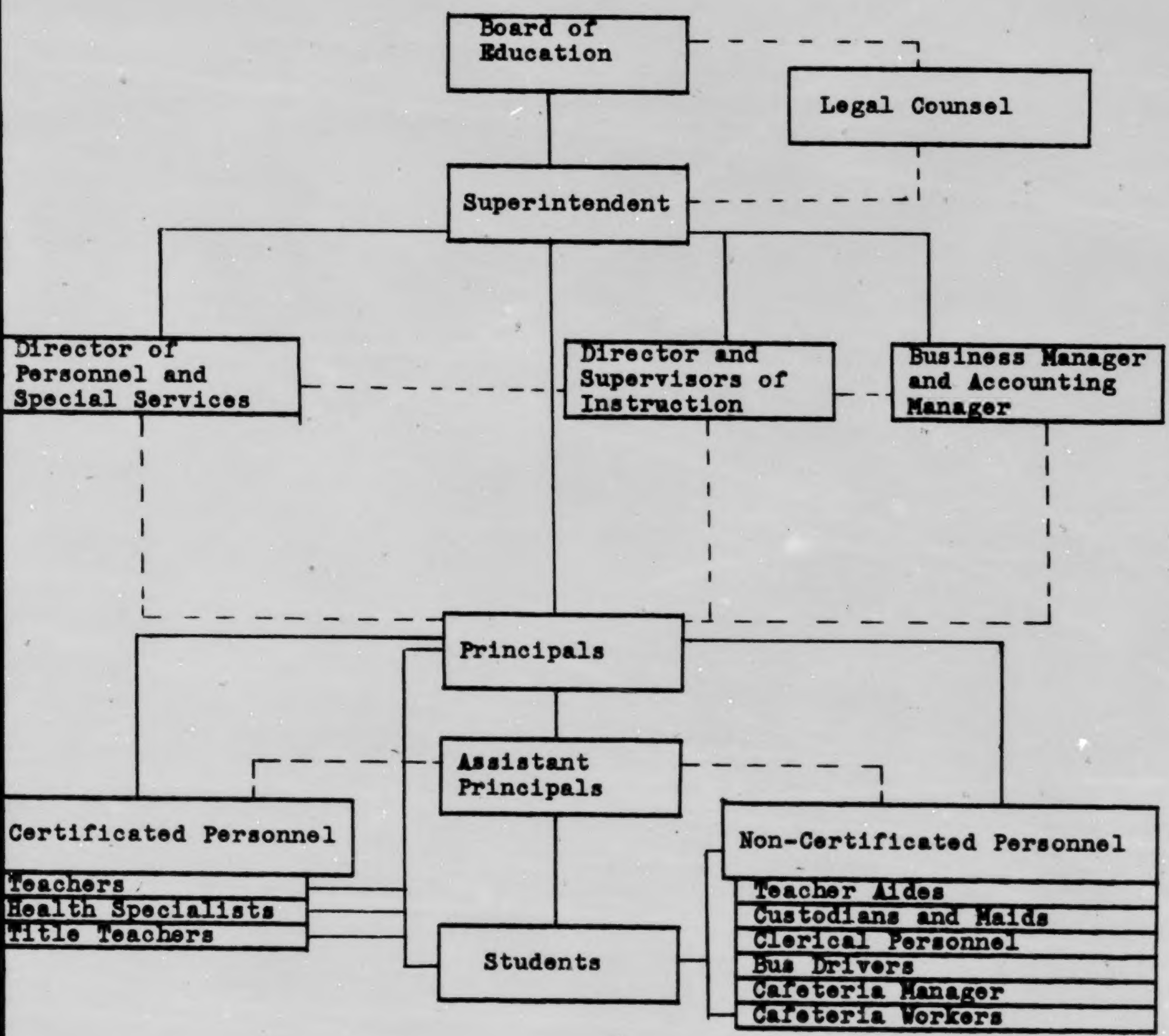

Board of Education
Legal Counsel
Superintendent
Business Manager
Purchasing
Supply Management
Plant Operation
Plant Maintenance
New Construction
Transportation
School Food Service
Insurance
Property Rental
Principals
Certificated Personnel
Non-Certificated Personnel

Division of Accounting
CCB-3.305


Board of Education
Legal Counsel
Superintendent
Accounting Manager
Internal Accounting
Budgeting
Payrolls
Auditing
Salary Schedules
Payroll Deductions
Financial Reporting
Local School Accounting
Inventory
Principals
Certificated Personnel
Non-Certificated Personnel

School Building Organization Chart

CCB-3.306


Board of Education
Legal Counsel
Superintendent
Director of Personnel and Special Services
Director and Supervisors of Instruction
Business Manager and Accounting Manager
Principals
Assistant Principals
Certificated Personnel
Teachers
Health Specialists
Title Teachers
Non-Certificated Personnel
Teacher Aides
Custodians and Maids
Clerical Personnel
Bus Drivers
Cafeteria Manager
Cafeteria Workers
Students

School Superintendent
CE-3.40

The Superintendent of Schools shall be the chief executive officer of the Board and shall be the administrator of the School District in accordance with State laws, State Board of Education rules and regulations, and School District policies. The execution of all decisions made by the Board concerning the administration of the School District shall be delegated to the Superintendent of Schools.

Reference: The Code of Alabama, Title 52, Sections 102 and 179.
Code of Alabama, 1975, Sect. 16-9-1 and 16-12-3.

Election Procedures
CE-R - 3.401

(Note: Application of content is restricted to those systems in Alabama which elect the Superintendent of Schools)

Any political party may, in a county where the county superintendent is elected by a direct vote of the qualified electors, either nominate a candidate for such office or may certify to the probate judge that said political party desires to leave the election of a county superintendent of education to the county board of education. Whenever any political party certifies that such political party desires to leave the selection of such officer to the county board of education the probate judge shall cause to be entered on the ballot where the names of such candidates (if nominated) would appear, the following: "For selection by the county board of education." Such proposition shall appear on the ballot before the names of the candidates and be arranged so that the elector may express his choice for a candidate. Every qualified elector may vote for such selection by the county board of education or any candidate for such office. In the event more votes are cast for selection by the county board of education than for any candidate, then the county board of education shall select such officer for the ensuing term. No elector shall be disqualified from participating in any party caucus, convention or election because he voted for the proposition or selection by the county board of education even though his political party nominated a candidate for such position. (Title 52, Section 105)

Whenever any political party holds a primary election for the nomination of candidates in counties where county superintendents are elected by a direct vote of the qualified electors, and one or more persons qualify as candidates for nomination by such political party as candidate for county superintendnet of education there shall be entered on the ballot of such primary election with the names of such candidates for county superintendent of education the proposition, "For selection by the county board of education."

Such proposition shall appear on the ballot before the names of the candidates and be arranged so that the elector may express his choice for such proposition in the same manner as he expresses his choice for a candidate. If more votes are cast for selection by the county board of education than for any candidate, then the duly constituted authority of such political party holding such primary election shall certify to the probate judge that said political party favors the selection of said county superintendent of education by the county board of education. (Title 52, Section 106)

In accordance with provisions of Title 52, Section 107, the successful candidate shall take office on July 1 following election.

Reference: The Code of Alabama, Title 52, Sections 105, 106, 107, 107(1).
Code of Alabama, 1975, Sect. 16-9-5, 16-9-6, 16-9-7, 16-9-8.

Qualifications-County Superintendent
CEA-3.402

The county superintendent of education of each county in the state shall have the following qualifications: Such person shall be chosen for his general fitness and character, but shall not be eligible for appointment or election unless he (1) holds an Alabama certificate in administration and supervision based upon requirements of the SBE for such certificate; (2) has had at least five years of experience in public school work when he assumes office; (3) submits proof to the SSE of three years of successful educational experience during the five years next preceding election or appointment; (4) offers proof to the county board of education that he holds a degree from a recognized four-year college or university and, (5) in the event such superintendent is to be appointed by a county board of education, he must offer proof to the board that he is knowledgable in school administration. Such person need not be a resident or qualified elector of the county in which he is to serve.

Reference: The Code of Alabama, Title 52, Section 103(2).
Said Section supersedes Sections 103 and 103(1).
Code of Alabama, 1975, Sect. 16-9-2.

Qualifications-City Superintendent
CEA-3.403

The Superintendent of Schools shall meet the minimum qualifications set forth by the Alabama School Code. The Alabama School Code delineates the following qualifications for city superintendents of schools:

A. The person must be a graduate of an accredited four-year college or university.

B. The person must be knowledgable in school administration.

In addition to the minimum requirements set forth in the Alabama School Code, the Superintendent of Schools shall be of good character, morals, and integrity; he shall possess good judgment and the ability to think clearly and independently; he shall exhibit a willingness to accept responsibility; he shall possess a strong personality and the ability for maintaining the respect of educational leaders throughout the State. Note: It is provided also that the city board of education may establish additional qualifications for superintendents of city schools.

Reference: The Code of Alabama, Title 52, Section 178 and 178(1).
Code of Alabama, 1975, Section 16-12-2.
(Section 178 of Title 52 deleted from Code of Alabama, 1975, Title 16.)

Duties of the Superintendent
CEB-3.404

The Superintendent of Schools is by law the chief executive officer of the Board and the administrative head of the School District. He may delegate responsibility for the operation of the various components of the School District, but shall be responsible to the Board for results produced.

The specific duties of the Superintendent of Schools shall include, but not be limited to the following:

A. Administration of the educational program in accordance with State law, State Board of Education rules and regulations, and School District policies.

B. Service as educational consultant to the Board, to recommend policies concerning all functions of the School District's educational program.

C. Service as a medium of communication between the Board of Education and all system employees.

D. Recommendation to the Board of the number and types of positions required to provide necessary personnel for the operation of the School District's educational program.

E. Nomination for appointment, assignment, re-assignment, and definition of duties of all personnel, subject to Board approval.

F. Provision to the Board of information relative to the progress and condition of the School District. Such provision shall be on a continual-type basis.

G. Relation of the School District's story to the public.

H. Attendance at all Board meetings.

I. Service as Secretary to the Board.

The following duties, associated with the above, are also included among the superintendent's duties.

He shall make recommendations for appointment, promotion, and dismissal as well as demotion of all school employees. No vancncy shall be filled without his recommendation. Until a unitary school system is established the superintendent shall assure, through advice from legal counsel, that the above recommendations conform to the Singleton ratio.

The superintendent shall assure that non-discriminatory criteria characterize all aspects of the personnel function.

The superintendent may suspend employees for just cause. Said suspension shall be immediately reported to the Board.

The superintendent shall be charged with the responsibility of promoting all necessary measures relative to professional personnel in-service programs. Through assistants, he shall periodically issue bulletins, circulars, courses of study, and other curricular material for the improvement of instruction.

The superintendent shall recommend a salary schedule to the Board for consideration. Such schedules shall provide maximum and minimum salaries, annual increments, and all data pertinent to the salary schedule for the School District's employees.

The superintendent shall direct studies to determine the adequacy of the curriculum and recommend to the Board new courses of study or improvements in the organization of the curriculum as needs arise.

The superintendent shall recommend as necessary expulsion of pupils and make necessary preparations for the Board hearing of such potential expusion cases in compliance with due process.

The superintendent shall transmit all communications from the Board of Education to members of the instructional, administrative, supervisory, and nonprofessional staffs and shall also report feedback from said personnel to the Board. He shall receive communications relative to school affairs and consult with individuals having business with the Board. He shall have charge of the operation and the maintenance of buildings and equipment of the schools of the district.

The superintendent shall prepare an annual budget for consideration by the Board. He shall administer the budget as enacted by the Board, acting at all times in accordance with legal requirements and adopted policies of the Board.

He shall be the purchasing agent of the board and shall have authority to purchase supplies and equipment under the regulations of the Board subject to State laws. The superintendent shall propose new policies for Board consideration and shall make rules and regulations regarding routine matters which have not been specifically provided in the rules and regulations of the Board. Such actions shall be reported to the Board.

The superintendent shall function as a building consultant. As new buildings are to be erected or old ones remodeled or discontinued, he shall be responsible for carefully studying the needs of the schools, and for recommendation to the board of adequate plans for meeting said needs. In said respect, he shall assist the architect employed by the Board throughout all phases of school plant construction including final occupancy.

The superintendent shall, when necessary, exercise emergency authority. In the absence of specific rules and advice of the Board, he shall assume any authority or perform any duty which any particular situation, unforeseen and thus of a sudden nature, may demand, subject to later consideration of any action by the Board.

The superintendent shall interpret the philosophy, aims, and objectives of the instructional program to the community. Thus he must continually appraise the quality of teaching within the existent instructional program.

The superintendent shall be charged with organization and administration, subject to Board approval, of a pupil transportation which is characterized by recognition of the principles of safety, efficiency, and economy in said priority arrangement. All aspects of the transportation program shall denote adequate recognition of these three factors.

The Board recognizes that complete elaboration of all of the duties and responsibilities characteristic of the superintendnet's position is an impossible task. All discharge of said duties and responsibilities shall be, however, based on objective criteria and upon the directives of this Board of Education which is designated by law as the policy-making body of the School District.

Reference: The Code of Alabama, Title 52, Chapters 6 and 9.
Includes Sections 102-137 and Sections 179-197.
Sections 102-137 relate to county superintendents;
Sections 179-197 relate to city superintendents.
Code of Alabama, 1975, Sect. 16-9-1 through 16-9-34 and
Sections 16-12-3 through 16-12-21. Chapters 9 and 12)

Appointment of the Superintendent

CED-3.405

The Board of Education shall appoint the Superintendent in accordance with the following statutes as applicable to the School District.

> The County Board of Education of each county shall appoint a Superintendent of Schools for a term of from two to four years from the first day of July next succeeding his appointment. (Title 52, Section 102)

A City Board of Education shall appoint it Superintendent for a term agreed upon by the Board and the Superintendent.

Reference: The Code of Alabama, Title 52, Sections 102, 155 and 177. Code of Alabama, 1975, Sect. 16-9-1, 16-12-3 and 16-12-1.

Compensation and Benefits
CEE-3.406

The salary of the Superintendent of Schools shall be determined at the time of appointment by the Board. The salary determination shall be for the term for which he is appointed and shall not be changed during such term. The Board may approve such other compensations and benefits as may be deemed necessary and proper.

Reference: The Code of Alabama, Title 52, Sections 102, 111, and 177. Code of Alabama, 1975, Sect. 12-9-1, 16-12-1 and 16-9-12.

Note: Opinion of the State Attorney General prohibit changing the salary of the Superintendent of Schools during an elected term. Said opinions dated 4/14/76, 4/27/76, 8/9/76, and 8/9/76.

Travel Expense

CEF-3.407

The Board shall provide for travel expenses incurred by the Superintendent of Schools while performing duties related to the School District. Travel expenses paid the Superintendent of Schools shall be in accordance with provisions agreed upon by the Board and Superintendent of Schools at the time of appointment.

Reference: The Code of Alabama, Title 52, Section 102, and Section 111.
Code of Alabama, 1975, Sect. 16-9-1 and 16-9-12.

Professional Development Opportunities
CEG-3.408

By its nature, the position of Superintendent of Schools is an exacting position that requires many competencies. The Superintendent of Schools shall participate in educational activities that will foster professional growth and development. He shall continually seek to keep abreast of new and innovative concepts and practices in the educational field. As the educational leader of the community and School District, he must continually exemplify the true spirit of professional growth and development by participating in worthwhile professional development opportunities.

Visitation of other school systems, attendance at educational conferences, and active participation in organizations such as the American Association of School Administrators are viewed by this Board as examples of activities which are beneficial to the professional development of the Superintendent of Schools.

Reference: The Code of Alabama, Title 52, Sections 115, 124, 188 and 189. Code of Alabama, 1975, Sections 16-9-16, 16-9-26, 16-12-10 and 16-12-11.

Consulting
CEH-3.409

The Board feels that consultative services performed by the Superintendent of Schools are a good means of providing professional development opportunities for the Superintendent of Schools, promoting the image of the School District, and promoting public relations between school districts. Therefore, the Board encourages the Superintendent of Schools to engage in consultative services outside the School District with the following provisions:

A. The service is educationally related.

B. The service is approved by the Board.

C. The service is not derogatory to the standing or image of the School District.

D. The service does not interfere with his duties as Superintendent of Schools.

Evaluation of the Superintendent

CBI-3.410

It shall be the responsibility of the Board to evaluate the effectiveness of the Superintendent. The evaluation should be on a continuous basis and in relation to implementation of Board policy and the quality of educational opportunities provided the children of the School District. The results of the evaluations should be made available to the Superintendent of Schools and followed by discussions between the Board and the Superintendent of Schools. (Athens City)

Though this Board of Education is cognizant of the fact that the Superintendent of Schools is not a tenured employee in said capacity; nevertheless, all criteria which apply, either through statute or court precedent, to other employees of the school system should be equally applicable to the superintendent. Evaluations shall be free of personal motives and in full compliance with the provisions of the Due Process Clause of the Fourteenth Amendment to the United States Constitution.

Removal of Superintendent
CBJ-3.411

The Board of Education may remove the Superintendent of Schools at any time for incompetency, immorality, misconduct in office, willful neglect of duty, or when, in the opinion of the Board, the best interest of the School District requires it.

To assure provision of all elements of procedural due process, this Board of Education shall, if contemplating the above procedure, afford the Superintendent of Schools a full hearing identical to the type of hearing required prior to dismissal of a teacher or administrator who has achieved continuing service(tenure) status.

Reference: The Code of Alabama, Title 52, Section 177. Fourteenth Amendment to the United States Constitution, reference, Due Process Clause.
Code of Alabama, 1975, Sect. 16-21-1.

Resignation

CEK-3.412

The resignation of the Superintendent of Schools is subject to approval by the Board of Education. The Superintendent of Schools shall submit his resignation in written form to the Board at least forty-five(45) days prior to the effective resignation date unless otherwise agreed upon by the Board and Superintendent of Schools. It shall be the prerogative of the Superintendent of Schools to submit his resignation at any time during the contractual agreement period.

Adopted:

Retirement of the Superintendent

CEL-3.413

The Superintendent of Schools shall be subject to and retired in accordance with Alabama School Law pertaining to retirement.

Reference: The Code of Alabama, Title 52, Chapter 14.
Code of Alabama, 1975, Title 16, Chapter 25.

Board-Superintendent Relations
CP-3.414

It is agreed by authorities in the field of education that the legislation of policies is the most important function of a school board, and that the execution of the policies should then be the function of the Superintendent of Schools. Delegation by the Board of Education of its executive powers provides freedom for the Superintendent to manage the schools within established policies. The Superintendent of Schools should then be held accountable by the Board for results.

Administrative Personnel

CG-3.50

The basic purpose of administrative and supervisory positions is to improve learning opportunities for pupils. This purpose is served most effectively by supporting, assisting, and encouraging teachers and other staff personnel. The second purpose of these positions is to implement and enforce laws and policies relating to public schools. It is essential that both purposes be recognized within the framework of line and staff relations.

In recognition of the above, this Board of Education shall, upon the recommendation of the Superintendent, employ such administrative personnel as needed to carry out the policies and regulations of the Board.

Administrative Salary Schedules And Contracts

CGA-3.501

The Superintendent of Schools shall prepare or cause to be prepared salary schedules for all administrative and supervisory personnel employed by the School District. The salary schedules shall be presented to the Board for approval, following Board review.

The Superintendent of Schools shall issue contracts to all administrative and supervisory personnel in accordance with Alabama School Law.

Reference: The Code of Alabama, Title 52, Chapter 13.
Code of Alabama, 1975, Title 16, Chapter 24.

Administrative Positions

CGB-3.502

All professional staff positions are created with the approval of the Board. It is the Board's intent to activate a sufficient number of positions to accomplish the district's goals and objectives.

Before any new position is established, the Superintendent will present for the Board's approval a job description for the position which specifies the job holder's qualifications, the job's performance responsibilities, and the method by which the performance of these responsibilities will be evaluated. The Superintendent will maintain a comprehensive and up-to-date set of job descriptions for all positions in the district.

The Board shall employ administrative personnel without regard to sex, color, creed, religion, national origin; employment shall only be based on proved capabilities of the recommended applicant to perform the necessary tasks.

Reference: Title VII of Civil Rights Act of 1964 as amended and as related to Final Title IX Regulations of July 21, 1975.

Assistant Superintendent
CGBAA-3.503

Nature of Position

The assistant superintendent functions in a general administrative and supervisory capacity for the superintendent. He is the principal staff assistant, advisor, and consultant to the superintendent. The relationship between the superintendent and assistant superintendent is such that the assistant superintendent is able to reflect accurately the superintendent's desires in his absence or when the superintendent is involved with other tasks. It is necessary that he have a thorough knowledge of policies and regulations of the school system and be familiar with state laws and regulations concerning the operation of schools. He performs his duties under policies established by the board of education and the superintendent. He attends principals' meetings and meetings of the board of education except as approved in advance by the superintendent; he assists the superintendent in interpreting the policies and philosophy of the board to employees and to the public; and he performs such other duties as assigned by the superintendent.

Qualifications

He should be a graduate from an accredited college or university, with a minimum of a master's degree in school administration and supervision. He must have a valid Alabama professional certificate in administration and supervision, based upon at least a six year program. He must have a minimum of eight years experience in public school teaching and administration and/or supervision, of which at least a portion is in the field of administration and/or supervision, or an equivalent combination of education and experience.

Duties and Responsibilities

The assistant superintendent is the coordinator and supervisor of the superintendent's office staff. His role calls for directing and coordinating staff activities in such a way as to free the superintendent from routine details so that the superintendent may devote his energy to other pressing problems that merit his attention. The assistant superintendent:

A. Serves as acting superintendent when the superintendent is incapacitated or out of the county.

B. Directs, supervises, and coordinates the work of the superintendent's office staff. His responsibilities in this area include:

  1. Activities of all staff members except in those specific areas reserved by the superintendent.

  2. Relationships among the various members of the staff and relationships between the staff and principals.

  3. Recommends to the superintendent personnel for appointment to staff and leadership positions and assists in evaluating the performance of those personnel.

  4. Maintains a master policy and communication file and insures that the superintendent's and board's instructions to the staff and schools are implemented.

  5. Requires that all staff members inform him of departmental activities in order that both the superintendent and he can be fully informed on the total program.

6. Keeps the superintendent and staff informed on matters affecting the effective operation of the staff and school system.

C. Receives superintendent and board of education decisions and sees that they are implemented by:

1. Instructing the staff and principals to prepare and issue implementing instructions.

2. Assigning specific staff members the task of preparing detailed plans, instructions, reports, and other staff actions.

3. Reviewing staff actions and responses to insure that they are adequate, coordinated, and designed to achieve the intentions and desires of the superintendent and Board of Education.

4. Approving staff actions or obtaining superintendent's approval.

5. Informing principals, teachers, and other employees of the actions that will be required of them.

D. Formulates and recommends staff operating procedures and calendars for approval by the superintendent.

E. Seeks to improve local school and system level communications through a continuous program of monitoring and review.

F. Provides general leadership and direction to the instructional program. More specifically, he:

1. Evaluates local school organization, and approves local school schedules.

2. Stimulates, guides, and approves of local school innovations and experimentation; he provides leadership for a comprehensive program of pupil personnel services including enrollment projections.

3. Processes accreditation reports and advises with the director of instruction on the interpretation of accreditation standards.

4. Coordinates a continuous program of in-service education for the professional staff of the school system.

Assistant Superintendent-Director of Business Affairs

CGBAA-3.504

Nature of Position

The Division of Business is operated under an Assistant Superintendent directly responsible to the Superintendent of Schools. The division is organized into the following departments: (a) cafeterias, (b) computer services, (c) maintenance, (d) operations, (e) financial accounting, (f) transportation, and (g) purchasing and stockroom. Heads of each of these departments are directly responsible to the Assistant Superintendent for Business.

Duties and Responsibilities

The Assistant Superintendent for Business is responsible to the superintendent for all business activities of the school system. He is also responsible for the care, security, and maintenance of all school property under control of the Board of Education.

The Assistant Superintendent for Business is a member of the administrative team that performs the operation and support of the instructional program through sound business techniques and procedures. It is his responsibility to work cooperatively with other central office staff members, principals, and teachers to ensure that available financial resources are marshalled to support the school activities in an effective manner.

More specifically, the duties of the Assistant Superintendent for Business include:

A. Attendance at all meetings of the Board of Education.

B. Attendance at all administrative cabinet meetings.

C. Attendance at civic and community meetings, when asked, to represent the superintendent.

D. Development of long and short range plans for acquiring building sites which will meet required standards.

E. Administration of all phases of the insurance program of the school system.

F. Maintaining inventory of all school-owned property.

G. Keeping accounts in accordance with accepted state and/or federal governmental accounting procedures.

H. Disbursement of funds approved by the Board of Education.

I. Supervision of receipt and deposit of all moneys accruing to the School District.

J. Maintaining records pertaining to the bonded debt; determination of budget funds required for debt service; maintaining sinking funds.

K. Supervision of investment of idle funds.

L. Provision of such reports and records as may be required by the Superintendent of Schools, Board of Education, State Department of Education, and federal government.

M. Participation in local, state, and national associations that are related to business affairs and which contribute to improving of the business function.

N. Working with instructional personnel in developing a program of cost analysis and quality control for all phases of the school program.

O. Performance of such other duties as may be delegated by the Superintendent of Schools.

Director of Personnel
CGBAE-3.505

The director of personnel shall be responsible to the Assistant Superintendent for personnel for the following:

A. Employment: Make recommendations about procedures for recruitment, hiring, and placement within the framework of fair employment practices and in accordance with regulations of the Equal Employment Opportunities Commission.

B. Labor Relations: Make recommendations about salaries, wages, fringe benefits, and working conditions. Prepare cost estimates of employee requirements. Perform day to day administration of records.

C. Wage and Salary Administration: Conduct wage and salary surveys to determine equitable salary ranges for specific classifications. Administer step plan. Compile and interpret comparative salary information.

D. Classification: Conduct periodic audits of job classifications. Prepare class descriptions. Allocate positions to proper classes and reclassify employees where necessary.

E. Benefit Administration: Administer fringe benefit programs, including health, dental and life insurance, retirement provisions, educational programs, sick leave, and vacations.

F. Performance Evaluation: Recommend to appropriate supervisors a performance evaluation system during probationary period.

G. Central Personnel Records: Maintain central personnel records on all employees. Initiate all forms related to employment or change of status or pay.

H. Safety: Coordinate safety program. Maintain industrial accident and injury reports. Serve as liaison with workmens compensation carrier. Prepare required reports.

I. Personnel Administration: Consult with department heads and make recommendations regarding departmental organization and manpower utilization.

J. Other duties: Perform such duties as directed by Assistant Superintendent of Personnel.

Adopted:

Assistant Superintendent-Director of Personnel Administration

CGBAB-3.506

The assistant superintendent in charge of personnel is directly responsible to the Superintendent of Schools. He utilizes statistical data provided by the Director of Personnel to ensure that the recruitment practices of the School District attract the quality of personnel necessary to meet the needs of the schools within the district.

He maintains a close working relationship with all building principals in determination of needs, scheduling of applicants for interview by principals, and making ultimate recommendations to the Superintendent of Schools relative to applicants for teaching positions.

Resolution of all personnel-oriented problems which are insoluble within the local schools are directed by the assistant superintendent for personnel. Grievances, requests for transfer, and similar problems are resolved through his expertise.

Direction of induction programs which last throughout the probationary period are implemented as the assistant superintendent for personnel plans with building principals those types of programs needed to increase competencies.

Assurance that all recommendations for assignment, transfer, and other aspects of the personnel function are in accordance with State law and applicable federal law is a major responsibility of the assistant superintendent for personnel.

He works closely with both the School District's assistant superintendent and also with the Superintendent of Schools in the evaluation area. In cases where a teacher is being considered for nonrenewal or dismissal, he reviews with the principal all applicable criteria, conducts classroom visitations, and whenever possible assists the teacher to achieve the desired level of competency.

The responsibilities of the assistant superintendent for personnel include working relationships with teachers, principals, the director of personnel, the system assistant superintendent, and the Superintendent of Schools. A major area also concerns his relationships with supervisors of instruction with whom he often works in assisting teachers.

Director of Instruction
CGBAD-3.507

The director of instruction is responsible to the assistant superintendent and works closely with the instructional staff and the professional personnel in the schools for the improvement of instruction. He provides leadership and direction to the division of instruction as a shared responsibility with the assistant superintendent. He also works closely with the assistant superintendent for personnel in resolution of personnel-related problems which pertain to teaching competency and in formulation of in-service programs which improve teaching competency.

He must have skill in developing a satisfactory working relationship among people who have different functions but who are working toward a common goal. It is necessary that he have a thorough understanding of the components that make for a good instructional program for all children and youth as they move from Kindergarten through grade twelve.

Qualifications

Graduation from an accredited college or university with a minimum of a master's degree with special emphasis on supervision and curriculum development is required. A minimum of five years of experience as a teacher or in an instructional supervisory position is required.

Duties and Responsibilities.

He assists the assistant superintendent for personnel and the system assistant superintendent in developing and performing functions designed to improve the instructional program in the schools. He promotes opportunities for the supervisory staff including the principals and teaching staff, to work cooperatively in evaluating on a continuous basis working relationships and arrangements. He cooperates with teachers and supervisors in planning, conducting, and evaluating procedures designed to improve the instructional program. He assists in providing opportunities for the professional growth of the staff; visits principals and teachers in schools, observing the effectiveness of the instructional program; coordinates the program of continuous evaluation mandated by the Board of Education.

Principals and Assistant Principals
GCBAG-3.508

A. As contrasted with the Superintendent, who is the general administrative officer and serves all the schools, the principal is a member of the administrative staff of the school system with specific responsibilities for the individual school to which he or she is assigned. All principals are directly responsible to the Superintendent.

B. The contract period for principals shall be twelve months. Principals shall be professionally certified, hold at least a master's degree from an accredited institution with a major in administration and supervision, except as otherwise recommended by the Superintendent and approved by the Board.

C. Duties of the principal are:

1. Principals shall conduct and organize their schools in accordance with the policies of the Board as outlined by the Superintendent. They shall have the authority and responsibility of assigning all general and special duties to the teachers of their schools, subject to the approval of the Superintendent.

2. The principal shall serve as the chief administrator of the school program conducted on the campus and in the buildings under his supervision. He shall give direction, supervision and coordinating leadership to the entire program, including all phases of business administration, curriculum development, vocational education, improvement of instruction, personnel administration, pupil personnel administration, school-community relations, and all auxiliary services associated with the operation of individual schools.

3. Principals shall possess the following authority, and shall discharge the following duties and responsibilities:

   a. They shall be responsible for the organization, administration and control of their respective schools and all activities therein.

   b. They shall be responsible for the educational advancement and growth within the school of which they have charge to include helping individual teachers understand and make provisions for meeting individual differences among pupils.

c. They shall exercise supervisory functions within their respective schools, including supervision and coordination of a classroom and other instruction. This responsibility includes assisting individual teachers with problems of classroom organization and management.

d. They shall have direction over all teachers, custodians, clerks, and other school employees within their respective schools to include provision for in-service and professional growth programs for all personnel.

e. They shall be responsible for the care and safekeeping of their respective school buildings and grounds and all furniture, books, apparatus, equipment, supplies and other property appurtenant thereto. They shall conduct a continuing program of research and evaluation to determine instructional needs and teaching effectiveness.

f. They shall give direction to the discipline and control of pupils in their respective schools within the limits of Board policies.

g. They shall administer and supervise the handling of state-owned textbooks.

h. They shall assemble, organize, and distribute a diversity of teaching and learning aids needed by teachers and assist teachers in using effectively these tools.

i. They shall implement the State Course of Study and such departures therefrom as may be approved by the Board.

j. They shall conduct an individual evaluation conference with each teacher each year and file a report of that conference with the Superintendent.

k. They shall ensure the enforcement in their respective schools of all rules and regulations of the Board and of the Superintendent of Schools.

l. They shall have the authority to establish special regulations for their respective schools, provided such special regulations are not inconsistent with the policies, rules and regulations adopted by the Board of Education.

m. School lunchrooms in the various schools shall be the direct responsibility of each principal. Principals shall see that school lunchrooms offer a balanced lunch program which will assist in meeting the nutritional requirements of pupils.

n. The principal or his authorized representative shall be present in his respective school building at least thirty(30) minutes following pupil dismissal or as long thereafter as necessary.

o. If and when it becomes necessary for a principal to be away from his building as much as one-half of a school day, permission must be granted by the Superintendent.

p. Principals shall hold faculty meetings as needed in their respective schools during the school term, requiring all teachers to attend.

q. They shall attend all principals' meetings called by the Superintendent.

r. They shall report in writing to the Superintendent situations involving negligence, inefficiency, or willful violations of the school rules, and insubordination to authority on the part of an employee.

s. They shall see that fire drills are given at least once each month, teachers not being alerted and shall hold disaster drills as required. They shall not dismiss their schools for a day or any part of a school day without authority from the Superintendent. Principals shall see to it that only those pupils residing in the court-approved attendance zones are permitted to attend the school.

t. They shall see to it that no one is allowed to read or distribute any advertisement in the school rooms or on the school premises. No agent of books or apparatus, or other person not connected with the schools shall be permitted to occupy the time of teachers or pupils during school hours unless presented by the principal.

They shall insure that no individual or organization is permitted to build, add to or make any installations or alterations in any of the school buildings, lunchrooms, or any of the school grounds, without expressed authorization from the Superintendent.

u. They shall assist in interpreting the schools to the public and in creating good will for public education.

v. Principals are requested by Superintendent and Board to spend at least two hours daily visiting with and helping teachers.

w. The principals are responsible for keeping accurately all school records and making such reports as are requested or required.

x. Principals shall perform other duties as may be assigned to them by the Superintendent.

4. Principals are required to inspect birth certificates or other official birth records for all pupils before they are officially enrolled in a school of this district for the first time. Pupils entering the first grade must be vaccinated against smallpox, diptheria, polio, and all communicable diseases. (see students)

5. Principals shall not permit students to leave their schools without their approval.

6. Principals shall not permit equipment belonging to the school to be loaned or rented to outside interests of individuals unless it is approved by the Superintendent of Schools.

7. Rental of auditoriums and other school facilities shall be handled through the principal's office in order that one clearing place may be established. Reservations for rental shall be recorded in triplicate on forms provided; one copy shall be sent to the Superintendent, one retained by the person making the reservation, and the other copy kept on file in the principal's office.

8. It is the responsibility of the principal to see that no group or individual from the school sells ads or solicits gifts or funds for any purpose, except as may be expressly authorized by the Superintendent.

The principal shall promote a two-way flow of information and communication between the Superintendent and his administrative staff in the central office to the end that there will be:

A. Common understanding as to purposes to be achieved and policies and administrative procedures to be observed.

B. A reciprocal exchange of ideas and suggestions as to how improvements can be made on both the system and individual school levels.

C. The development and maintenance of effective working relationships with parents and citizens, individually and collectively, to the end that:

1. Citizens will understand the accomplishments, problems, and needs of the public schools.

2. Professional educators will understand the hopes, aspirations, and goals which parents have for their children.

3. Citizens and parents will understand the policies and procedures which guide the administration of each individual school.

4. Professional educators will understand the attitudes and opinions of lay citizens on contemporary educational problems and issues.

5. Parents and citizens will learn more about how growth and learning take place and the nature of individual differences, thus making for more effective home and family living and better teamwork between home and school.

Qualifications of Principals And Selection Criteria

To be considered for a principalship, a teacher must hold a master's degree and must have completed the requirements for a valid certificate in educational administration. Because improvement in learning and instruction is a primary responsibility of the principal, only the very competent teacher should be considered for a principalship. Among the more important human qualities are leadership, intelligence, unselfishness, self-control, patience, thoughtfulness, consideration, courtesy, friendliness, and a love of children and zeal to serve them. In general, principalships are filled by nondiscriminatory promotion from within the system, based on proved ability to perform the duties associated with the principalship. There is, however, no regulation forbidding appointment from outside the system. Teachers interested in promotions into principalships or supervisory positions shall submit an official transcript of college credits earned for inclusion in their personnel folder. Though it is by no means a major standard for promotion, results of the National Teachers Examination are considered in evaluation of all applicants. Therefore those desiring such consideration should submit a composite score on said examination to the designated personnel in the Central Office.

All promotions to principalships shall be made in accordance with the policies of this School District relative to employment. No applicant shall be denied promotion or consideration thereof because of race, color, creed, sex, national origin, or any other such discriminatory basis.

Promotions within this School District shall also be in full compliance with the Singleton ratio until such time as a complete unitary system has been achieved and said ratio shall no longer be mandatory.

Assistant Principals

The assistant principal is a member of a local school administrative staff and is responsible to the principal. He will assist the principal in the supervision and coordination of the school program with specific duties being assigned by the principal. Said duties shall be contained in a job description.

The assistant principal will be expected to perform duties which will permit him to develop administrative skills and leadership ability in all phases of the school program, including business administration, plant maintenance, and other administrative areas. Duties shall also include such areas as curriculum development, instructional leadership, personnel administration, public relations, and pupil personnel services to include transportation and school lunch programs. Teaching duties shall be assigned as necessary.

Qualifications

The qualifications for assistant principals shall be the same as for principals and promotion to said positions shall be based on identical criteria as applicable to all administrative or supervisory personnel.

Administrative Job Descriptions

CGBB-3.509

It shall be the duty of the Superintendent of Schools to prepare or cause to be prepared job descriptions for all administrative and supervisory positions in the school system. Said positions shall include all administrative and supervisory personnel employed in the system. When necessary, the Superintendent of Schools shall review and update job descriptions. But, in all cases, said review shall be done once during each scholastic school year.

It shall also be the responsibility of the Superintendent to familiarize said personnel with their duties and responsibilities as defined by job descriptions.

Recruitment
CGC-3.510

It is the policy of this Board to promote personnel from within the School District whenever possible. No person, including any applicant for promotion or persons being considered for promotion, shall, on the basis of race, color, religion, sex, or national origin be denied the benefits of or be subjected to discrimination under any program or activity in this system. This includes screening candidates for employment, retention, and promotion.

Along with the other efforts of the Superintendent of Schools to recruit the best possible applicants for administrative positions, notices shall be posted in all schools concerning vacancies which occur and a notice will be sent to said schools describing the job, minimum qualifications, duties, and the salary range.

The Superintendent of Schools shall submit the nominations to the Board for administrative and supervisory appointments. While the Board may accept or reject said nominations, election of a principal, other administrator or of a supervisor shall be valid only if made on the nomination of the Superintendent of Schools. In case of rejection, it is the duty of the Superintendent to make another nomination.

Reference: Civil Rights Act, 1964, as amended;
Title IX, Education Amendments, 1972 as contained in Final Regulations July 21, 1975.

Recruitment

CGC-3.510

It shall be the duty of the Superintendent of Schools to ensure that all administrative and supervisory employees satisfactorily meet all requirements of State Law and State Board of Education rules and regulations. In addition, the Superintendent of Schools shall always seek to employ the best qualified personnel for administrative and supervisory positions without regard to race, color, creed, or national origina, or the sex of any applicant.

The Superintendent of Schools shall establish and maintain a plan for actively recruiting promising administrative and supervisory personnel for employment by the School District.

The School District shall thus maintain a completely nondiscriminatory recruitment, selection, and appointment policy in full conformity with stipulations by the Equal Employment Opportunity Commission.

Reference: Civil Rights Act of 1964, as amended: Title IX,
Education Amendments, 1972 as contained in
Final Regulations, July 21, 1975.

Employment
CGD
3.511

Upon written recommendation of the Superintendent of Schools, the Board shall appoint all administrative and supervisory personnel of the School District.

Reference: The Code of Alabama, Title 52, Sections 123 and 182 and 187.
Code of Alabama, 1975, Sect. 16-9-23 and 16-12-16.

Assignment

CGE

3.512

The Superintendent of Schools may assign and reassign administrative and supervisory personnel as the needs of the School District shall require. However, administrative and supervisory personnel are generally certified in specialized fields of study and shall be assigned to employment positions based upon certification and other qualifications. It shall always be the policy of the Board to keep involuntary reassignment of administrative and supervisory personnel to a minimum.

Administrative and supervisory personnel may request reassignment to other employment positions within the School District for which they are certified. Such a request shall be submitted to the Superintendent of Schools. A request for reassignment will be given consideration by the Superintendent of Schools and the Board.

Reference: The Code of Alabama, Title 52, Sections 123 and 187.
Code of Alabama, 1975, Sect. 16-9-23 and 16-12-16.

Evaluation

CGI

3.513

The Superintendent of Schools shall be charged with the responsibility of evaluating all administrative and supervisory employees at least once per year.

The purposes of such evaluation shall be to increase the leadership capacities of both administrators and supervisors. The Board recommends, however, that the evaluation be continuous and on-going. The program should be cooperative, be based on valid performance criteria, and comprehensive in that all factors in the administrative-supervisory situation are considered. Evaluation must provide for self-diagnosis of performance, establishment of performance targets, self-evaluation of target accomplishment, evaluator's assessment of target accomplishment, and overall assessment of administrative-supervisory performance.

The Board believes that it is in the evaluation process that strengths and weaknesses in performance are identified; objectives and targets are jointly developed to overcome identified areas that need improvement; plans of action are prepared for adequate assistance; and such correctional action can be taken as demanded by the situation.

Initial Three Year Probationary Period And Tenure for Administrative Personnel

(CGGCGK-3.514

Administrative and supervisory personnel shall serve a probationary period of three(3) years following appointment to said administrative or supervisory position. During said time, periodic evaluations and follow-up conferences designed to increase the administrator's or supervisor's capacity for leadership shall be held.

Administrators and supervisors who successfully complete the three year probationary period shall attain tenure in accordance with Alabama School Law and legally rendered opinions. Personnel who serve in administrative or supervisory positions for three consecutive years and are re-employed for the succeeding year shall be awarded continuing service status.

Reference: The Code of Alabama, Title 52, Sections 351 and 352.

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(CGG)CGK-3.514

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* This applies to principals and supervisors, but not to assistant superintendents.

Reference: *The Code of Alabama*, Title 52, Sections 351 and 352.
Code of Alabama, 1975, Sections 16-24-1 and 15-24-2.

Transfer

CGL
3.515

Administrative or supervisory personnel may be transferred for any succeeding school year from one position to another by being given a written notice of such intention to transfer by the Board.

Administrative and supervisory personnel may contest a proposed transfer in accordance with provisions set forth in Title 52, Sections 356 and 357 of the Alabama School Code.

Administrative and supervisory personnel may request transfer to other employment positions for which they are certified. Such a request shall be submitted to the Superintendent of Schools. Request for transfer will be given consideration by the Superintendent of Schools and the Board.

Reference: The Code of Alabama, Title 52, Sections 123, 187, 355, 356, and 357.
Code of Alabama, 1975, Sections 16-9-23, 16-12-16, 16-24-5, 16-24-6, and 16-24-7.

Separation

CGM

3.516

Administrative and supervisory personnel shall be terminated from employment in accordance with the provisions of Chapter 13 of the Alabama School Code. Procedures shall afford said employees all procedural due process guarantees to which they are entitled.

Reference: The Code of Alabama, Title 52, Chapter 13.
Code of Alabama, 1975, Title 16, Chapter 24.

Resignation
CGN-3.517

Administrative and supervisory personnel shall resign in accordance with provisions of the Alabama School Code. The Code states: "No teacher (to include administrative personnel), whether in continuing service status or not shall be permitted to cancel his, or her, contract during the school term for which said contract is in effect, nor for a period of forty-five(45) days previous to the beginning of such school term, unless such cancellation is mutually agreed upon; any such teacher shall be permitted to cancel his, or her contract at any other time by giving five(5) days written notice to the employing board."

Persons cancelling contract in any other manner shall be deemed unprofessional and subject to have certificate revoked or suspended.

Reference: The Code of Alabama, Title 52, Section 361(1).
Code of Alabama, 1975, Section 16-24-11.

Retirement

CGO-3.518

Administrative and supervisory personnel shall be subject to and retired in accordance with Alabama School Law pertaining to retirement.

All administrative and supervisory personnel employed by the School District shall be covered by the Social Security Program. All employees shall be eligible for benefits in accordance with the rules and regulations as may be developed by said agency.

Reference: The Code of Alabama, Title 52, Chapter 14.
Code of Alabama, 1975, Title 16, Chapter 25.

Health Examinations
CGPA-3.519

The Board shall have the authority to require administrative personnel and supervisory personnel to submit to such health examinations as may be deemed necessary and proper for the safe operation of the School District.

Adopted: Indirect reference to The Code of Alabama, Title 52, Section 1(2).
Code of Alabama, 1975, Section 16-22-3.

Physical Examinations

CGPA-R

3.520

Between June 1 and the opening of school each year, all administrative and supervisory personnel shall submit to a physical examination by a licensed physician, and on or before the day set for the opening of school shall file with the Superintendent of Schools a report of such examination, signed by the examining physician; unless the Board of Education shall elect to waive the above requirement.

The Board reserves the right to require administrative and supervisory employees of the School District at any time, at the Board's expense, to submit to a physical examination by a physician or physicians to be designated by the Board and to terminate the employment of any person whose condition of health, as disclosed by such examination, the opinion of involved physicians, and a resultant Board opinion, makes further retention of such employee detrimental to the best interest of the School District.

Annual Tuberculin Test

CGPAA-R-3.521

All administrative and supervisory personnel shall submit to an annual intradermal tuberculin test(Payne Test). Said personnel shall file with the Superintendent of Schools a report of such examination on or before the opening day of school each year.

If there is a positive reaction to the skin test, a chest x-ray shall be made immediately, and x-rays shall be required each year of said individuals. Drugs will be provided through the Health Department for anyone who is unable to provide for the necessary medicine.

The State Health Department will provide for the tuberculin examination at no cost to said personnel. A schedule of examination times shall be prepared for all personnel employed by the School District.

Reference: Rules and Regulations of the State Board of Public Health. Revised July 23, 1969.

The Code of Alabama, Title 52, Section 1(2).
Code of Alabama, 1975, Section 16-22-3.

Time Schedules and Work Loads
CGPB-3.522

All administrators and supervisors shall observe the eight(8) hour work day, 8:00 a.m., to 4:30 p.m., unless otherwise agreed upon by the employee and the Superintendent of Schools.

All administrators and supervisors stationed in the Central Office are requested to submit a weekly itinerary to the Superintendent of Schools by Friday noon for the following week.

Work loads for administrative and supervisory personnel shall consist of all duties and responsibilities outlined in respective job descriptions and all other duties that may be assigned by the Superintendent of Schools.

Travel Expenses
CGPD-3.523

Administrative and supervisory personnel shall be reimbursed for travel expense incurred while performing duties related to their jobs at a rate not to exceed travel and per diem authorized for State employees.

Employees shall keep such records as may be required by the Superintendent relative to said expenditures.

Nonschool Employment
CGPE- 3.524

A full-time administrative or supervisory employee of the Board shall obtain permission from the Superintendent of Schools before accepting part-time remunerative employment beyond the regularly assigned duties by the Board. The Superintendent of Schools shall submit all requests for part-time employment to the Board for approval.

The Superintendent of Schools shall submit an annual report to the Board on part-time employment setting forth the names of employees whose applications for part-time work have been approved, the nature of the work performed, the names of the employers, and the estimated number of hours of work performed weekly.

Part-time employment which interferes with the regular work of the employee for which he is compensated by this Board is looked upon with disfavor.

In the event the regular work of an employee suffers because of part-time employment, the employee will be requested to eliminate his part-time work. In the event the employee does not give up his part-time work, the Board will exercise its prerogative in declaring that the quality of work performed for the Board does not meet the required standards and said employee will be dismissed.

Consulting By Administrative Personnel
CGPEA-3.525

The Board feels that consultative services performed by administrative and supervisory personnel are a good means of providing professional development opportunities for said personnel, promoting the image of the School District, and promoting public relations between school districts. Therefore, the Board encourages administrative and supervisory personnel to engage in consultative services outside the School District provided

A. The service is educationally related

B. The service is approved by the Superintendent of Schools

C. The service is not derogatory to the standing or image of the School District, and

D. The service does not interfere with local responsibilities.

[illegible]

[illegible]

Leaves and Absences
3.60

The Board of Education shall recognize two types of leaves and absences for administrative and supervisory personnel, those of a professional nature, and those which are for personal reasons.

Policies relative to leaves and absences shall be in accordance with State Law as well as with policies of this School District.

Reference: The Code of Alabama, Title 52, Section 136 and Section 197.
Code of Alabama, 1975, Sections 16-8-25, 16-8-25, and 16-12-21.

Professional Leaves and Absences
CGPF-3.601

The Superintendent of Schools shall be authorized to approve leaves for professional reasons for periods not to exceed five(5) workdays during the regular school year. Periods of professional leave exceeding five(5) days during the regular school year shall be approved in advance by the Board. All requests for professional leave during the regular school year shall be made to the Superintendent of Schools at least two weeks before the effective date. Requests for professional leave during the summer months shall be made in writing to the Superintendent on or before May 1 for the succeeding summer.

The Superintendent of Schools shall be authorized to reassign staff members to attend Board functions and provide substitutes if necessary. Such assignments shall not be considered professional leave.

Annual Leave of Absence
CGPFA-3.602

Upon approval by the Board of Education, regularly employed personnel at the professional level who have achieved continuing service status, may be granted annual leave of absence for professional purposes. Such leave shall not consecutively exceed one (1) year and shall be without pay and without loss of continuing service status and other accruable benefits.

Stipulations

A. Written application for annual leave of absence must be registered and must be requested and acted upon at the regular Board meeting in April of the scholastic year prior to contemplated leave date.

B. The leave should include and involve a minimum of educational interruption.

C. No experience credit for salary purposes will be granted for the period of the leave.

D. Employees taking annual leaves of absence must notify the Superintendent of Schools of intent to return to the School District for employment by the date set for the regular Board meeting in April of the year succeeding said leave.

Reference: The Code of Alabama, Title 52, Section 361(3).
Code of Alabama, 1975, Section 16-24-13

Note: For valid reasons, state laws permits local boards to extend a leave of absence for one additonal year.

Conferences and Visitations

CGPFB-3.603

The Superintendent of Schools may authorize professional leave for attendance of administrative and supervisory personnel at State, Regional, and National meetings without pay deduction.

The policy on attending professional meetings (conventions) in and out of the state for staff members is as follows:

A. In State: One per year related to area of responsibility.

B. Out of State: One per year related to area of responsibility.

C. Staff member must be a member of the organization.

D. Time away from office should not exceed four days.

E. Reimbursement will be made according to Board policy for in and out of state travel.

F. Advance payments will be made; however, advance approval must be secured from the Superintendent of Schools.

Requests to attend such meetings should be made well in advance (30 days or longer) to avoid conflicts with other duties and for proper processing. Standard forms should be used for application.

Conferences and Visitations
CGPFB-3.603

The Superintendent of Schools may authorize professional leave for attendance of professional personnel at state, national and regional meetings without pay deductions. The number of allowable absences for professional leave is a judgment value on the part of the Superintendent of Schools and is subject to budget limitations for reimbursement for travel, meals, and lodging.

Summer Leave
CGPF-3.604

Professional personnel who are employed for twelve (12) months are permitted to attend summer school for six(6) weeks during the summer provided their assigned duties and responsibilities can be covered by other employees during the period. Professional personnel who attend summer school under this policy will forego ten(10) days of annual leave.

Legal Absences
CGPGA-3.605

State Jury Service

Administrative and supervisory personnel who are not engaged in full time teaching may accept jury service during the school year without loss of pay.

Court Appearances

Administrative and supervisory personnel may be excused without loss of pay for serving as a witness in a court of law under a subpoena. Provided a teacher is subpoenoed as witness, he/she would be entitled to have substitute teacher paid by board.

Federal Jury Service

Administrative and supervisory personnel may be excused without loss of pay for serving on the Federal Jury. Employee is entitled to usual compensation less fee received for serving as juror.

Reference: Act 619, Regular Session, 1969.
The Code of Alabama, Title 30, Sections 3 and 7 (1).
Code of Alabama, 1975, Section 12-16-2.

Opinions of Attorney General of Alabama:
6/8/71 Superintendent Thomas W. Carrol, Conington County Board of Education.
5/29/74 Superintendent Sam Jones, Sumter County Board of Education.

Sick Leave
CGPGB-3.606

All regularly employed administrative and supervisiory personnel shall receive sick leave in accordance with Alabama School Law and State Board of Education rules and regulations.

Sections 136 and 197 of Title 52, Code of Alabama, as amended, have been amended by Acts Nos. 89 and 90, Second Special Session, 1963 Legislature, and further amended by Acts Nos. 1100 and 1101, Regular Session, 1969 Legislature and Act 802, Regular Session 1977. Relevant amendments which may be enacted by the State Legislature shall become active sections of this School District's policies relative to sick leave.

Sick leave is defined as the absence from regular duty be a teacher (including administrators and supervisors) because of the following:

A. Personal illness.

B. Bodily injury which incapacitates the teacher.

C. Attendance upon an ill member of the immediate family (husband, wife, father, mother, son, daughter, brother, sister) of the teacher, or a person standing in loco parentis.

D. Death in the immediate family of the teacher (husband, wife, father, mother, son, daughter, brother, sister, father-in-law, mother-in-law, son-in-law, nephew, niece, granddaughter, grandson, grandfather, grandmother, uncle, and aunt).

E. Where unusually strong personal ties exist, due to a teacher's having been supported or educated by a person of some relationship other than those listed, this relationship may be recognized for leave purposes. In such case the teacher concerned shall file with his local board of education a written statement of the circumstances which justify exception to the general rule.

The reimbursement to county and city boards of education for substitute teachers shall be the amount paid such substitute teachers up to but not to exceed the maximum per day per teacher set annually by the State Board of Education. Each substitute teacher must hold a valid teaching certificate. The maximum amount established by the State Board of education is $17.00 per day

The general plan of sick leave shall be that days shall be allowed at the rate of one day per month for months employed each year for each regular teacher and that sick leave unused by teachers may be accumulated up to a maximum of 150 days is collected at the rate of nine days per year.

The Superintendent of Schools shall notify each employee on or before October 1 of each year of the total number of sick leave days acccumulated.

Reference: The Code of Alabama, Title 52, Section 136 and 197.
Acts Numbers 89, 90, 1100 and 1101.
Code of Alabama, 1975, Sections 16-8-25 and 16-12-21.
Act No. 802, Regular Session 1977.

Maternity Leave
CGPGC-3.607

Any disabilities related to pregnancy, as determined by a physician, and all associated problems thereof, shall be recognized by the Board of Education like all other temporary disabilities. The following guidelines shall be applicable to such situations:

A. The length of time an employee may work will be determined by the employee and the attending physician. The welfare of the students is paramount and impairment of personal efficiency demands that student's welfare be considered above personal desires.

B. Sick leave may be taken during "temporary disability," i.e., when the teacher is unable to perform adequately. This refers to the period of time when said employee is under doctor's care, hospitalized, or confined to bed because of pregnancy, childbirth, or related reasons.

C. All leave policies relative to pregnancy or related disorders shall comply with Title IX Regulations relative to all pertinent provisions.

D. The employee must file with the superintendent a medical certificate from the attending physician attesting to the physical fitness to teach upon the employee's return to the system.

E. Maternity leave may be granted upon request by the employee.

Note: The Equal Employment Opportunity Commission has ruled that "for all job-related purposes, pregnancies are disabilities, and no plan which bars one sex from coverage conforms to Title VII of the Civil Rights Act of 1964.

Reference: Final Title IX Regulations, July 21, 1975; Title VII of Civil Rights Act of 1964; Cleveland Board of Education et. al., Petitioners 72-777 v. Jo Carol LeFleur et al; Susan Cohen, Petitioner, 72-1129 v. Chesterfield County School Board et. al., (U.S. Supreme Court, January 21, 1975.

Military Leave
CGPGD-3.608

Active Duty-Peace Time

If an administrative or supervisory employee on continuing service status is inducted or recalled into the military service for more than six months, he shall resign at the request of the Superintendent of Schools and with the approval of the Board. Provided said employee is inducted into the military service for six months or less, he shall be entitled to request a leave of absence, without pay and other accruable benefits. Upon completion of military service, provided said employee returns after period of initial induction, he shall be re-employed by the School District and placed on the salary schedule on the step he would have reached had he completed the full year. He shall be restored to his former position, if possible, or to a position of like nature.

Active Duty-War Time

If an administrator or supervisor on continuing service status is inducted or recalled into the military service of the United States at a time when there is an existing state of war between the United States and any other country, leave of absence shall be granted to said employees for the duration of the war and until the beginning of the school year next succeeding the date on which said employee is released from said military service and provided said employee submits a written notice stating his desire to be re-employed, shall be re-employed and placed on the salary schedule on the step he would have reached had he completed the school year. He shall be restored to his former position, if possible, or to a position of like nature.

Reserve Duty

Administrative or supervisory personnel who are members of one of the reserve components of the United States Armed Forces who must complete annual active duty for training shall be entitled to military leave without pay and without loss of annual leave days.

Reference: The Code of Alabama, Title 52, Section 361(3).
Code of Alabama, 1975, Section 16-24-13.

Religious Leave
CGPGE-3.609

Leave for observance of religious holidays may be granted to administrative and supervisory personnel. Request for such leave must be approved in advance by the Superintendent of Schools and, when approved, shall be without pay.

Bereavement Leave
CGPGF-3.610

Immediate Family

Administrative and supervisory personnel may receive leave for bereavement of members of the employee's immediate family. Such leave will be with pay provided the employee has sufficient accrued sick leave or annual leave days. Such leave shall be chargeable to sick leave or annual leave days or a combination of both.

Normally, absence for bereavement will not exceed five(5) working days; however additional days may be granted upon request to the Superintendent of Schools when exceptional circumstances exist.

The immediate family is defined as husband, wife, father, mother, son, daughter, brother, sister, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, nephew, niece, granddaughter, grandson, grandfather, grandmother, uncle, and aunt.

Nonmember of Immediate Family

Provided the deceased is not a member of the employee's immediate family, said employee may receive up to three(3) days leave for bereavement without pay. Such leave is subject to approval by the Superintendent of Schools.

Where unusually strong personal ties exist, due to an employee having been supported or educated by a person of some relationship other than those defined above as immediate family, this may be recognized for bereavement leave purposes. In each case, said employee shall file with the Superintendent of Schools a written statement of the circumstances which justify an exception to the general rule. When approved, such leave shall be chargeable to sick leave or annual leave days, or a combination of both.

Personal Leave

CGPGG-3.611

Personal leave may be used by administrative and supervisory employees on the basis of one day per semester. The Superintendent of Schools or his designated representative (usually the administrator's or supervisor's immediate superior other than the Superintendent) shall be notified at least one day)school day) prior to the absence and adequate and complete plans to cover assigned responsibilities shall be made.

If said employees do not use one day of personal leave during the first semester, they may use two days of personal leave during the second semester. The school year for all twelve-month certificated personnel ends on June 30.

Personal leave shall not be cumulative from year to year. Said leave may not be taken during the first week or last week of the school year and may be taken on the day preceding or following a holiday only with the prior written consent of the Superintendent of Schools.

Personal leave may be used for sick leave purposes. But, sick leave may not be used for personal leave purposes.

Vacations and Holidays
CGPH-3.612

Annual Leave

All administrative and supervisory personnel who are employed for twelve(12) months are entitled to 1¼ annual leave days per month. Said employees shall not accrue more than fifteen days per year. Leave days may be carried over from one year to the next, but number of leave days accrued shall not exceed thirty(30) days. Annual leave days exceeding the yearly rate of accrual shall be accrued in accordance with the following schedule.

Years of Service in School District	Maximum Days Accruable
1	15
2	15
3	15
4	30
5	30
6	30

Annual leave days shall be earned by the month and accountable by the year, October 1 through September 30.

No annual leave days shall be granted before they are earned.

New employees shall begin earning annual leave on the effective date of employment provided employment is on or before the fifteenth(15th) of the month. Provided employment is after the fifteenth(15th) of the month, the employee will not earn annual leave days for that month.

All annual leave days must be used prior to effective resignation date. The School District shall not make cash payments for unused annual leave days.

All annual leave days must be approved by the Superintendent of Schools prior to effective leave date.

Holidays

The following holidays will be observed by Central Office personnel and other twelve month employees in the School District:

Labor Day	1 Day	Thanksgiving	2 Days
Fourth of July (Friday when July 4 falls on Saturday or Sunday)	1 Day	New Year's (Friday when New Year's falls on Saturday or Sunday	1 Day
Christmas	1 Day	AEA	2 Days

Reference: The Code of Alabama, Title 52, Section 197 and 136.
Code of Alabama, 1975, Sections 16-12-21 and 16-8-25.

Consultants
CJ- 3.70

The administrative and supervisory staff of this School District shall encourage the use of professional consultants from the State Department of Education, colleges, universities, and other resource persons, when such consultative services will be helpful in the improvement of the instructional program. All consultants other than those from the State Department of Education shall be approved upon written request to the Superintendent of Schools prior to the invitation and arrangement for visiting by such person or persons to this school system.

Professional Development Opportunities

CK-3.701

Every person in the school system is encouraged to utilize all possible avenues of professional study; to continuously assess his or her personal and professional growth needs; to develop and pursue a concrete plan for meeting those needs; and to help the school system identify systemwide priorities for staff development.

Administrators and supervisors are the leaders of the system, and, as such, they are expected to make every effort to stay abreast of the latest and most productive methods in education. Said efforts shall include, but not be limited to: (a) attendance at conferences, workshops, and other such activities, (b) participation in professional organizations which involve administrators and supervisors, (c) participation in the system-wide in-service program, and (d) adherence to the annual professional development plans in compliance with the State Board policy of January 25, 1972.

Core emphases throughout the system's staff development program are: realistic and ongoing assessment of program and personnel needs; identification, training, and use of leadership potential within a staff; training for diversification in uses of time, space, materials, and people; individualization of instruction to accommodate the wide range of differences known to exist among students; and building productive relationships among all persons who affect, and who are affected by, school programs.

Committees
CL-3.702

The Board authorizes the Superintendent to establish committees which he deems necessary for proper administration of Board policies and for the improvement of the total educational program. All committees created by the Superintendent shall be for the purpose of obtaining to a maximum degree the professional advice and counsel of the personnel of the district.

The number, composition, and work done by such committees shall be defined by the Superintendent or his designated representative, and shall be changed at his discretion.

Additionally, personnel may be granted leave to work' with professional committees, organizations, or associations when the mission of this School District is not impaired.

Policy Implementation

CM-3.80

The Superintendent of Schools shall carry out the policies of this Board of Education. He shall also interpret reactions of school personnel and of the public to the policies of this Board.

All members of administrative and supervisory staffs have the responsibility for supporting the policies established by the Board and those recommended by the Superintendent of Schools.

Adoption of policies not in conformity with an administrator's, supervisor's, or any other employee's recommendations or personal beliefs shall not be considered as just cause for refusal by said employees to support and implement said policies to the best of their abilities. School administrators have an obligation to support publicly the school board and instructional staff if either is unjustly accused. This Board of Education shall welcome constructive criticisms provided such are directed through approved channels. Public involvement by any employee in mere derogatory criticisms is looked upon with disfavor.

Deliberate noncompliance with written policies of this Board of Education or with written rules and regulations of the Superintendent of Schools which are approved by this Board shall be considered as justifiable grounds for dismissal.

Administrative Rules
CMA-3.801

The Board delegates to the Superintendent the function of specifying actions and designing the detailed arrangements under which the school system will be operated whenever practical. These arrangements shall constitute the administrative regulations governing the schools. They shall be defined in written form and organized by subject or date with adequate indexing for easy use. Make-up and distribution will be so as to facilitate easy filing and proper use, and distribution shall include the members of the Board. The administrative regulations must in every respect be consistent with the policies of the Board.

The Board itself shall strive to formulate and adopt administrative regulations _only_ when specific state laws require board adoption. But the Board may also do so when the Superintendent recommends Board adoption in light of strong community attitudes or probable staff reactions.

Administrative Rules Drafting
CMAA-3.802

In the development of rules and procedures for the operation of the school system, the Superintendent shall involve at the planning stage those who would be affected by such provisions.

The superintendent shall evolve with representatives of professional and nonprofessional employees channels for the ready communication of a dual nature relative to ideas and feelings regarding the operation of the schools. He shall coordinate recommendations offered by representatives of student and community organizations and shall inform the Board of such counsel in presenting reports of administrative action and in presenting recommendations for Board action.

Administrative Rules Adoption
CMAB-3.803

The Board shall formulate and adopt administrative regulations when specific state laws, strong community attitudes, or probable reaction require the Board to do so.

Rules Dissemination
CMAC-3.804

The Superintendent of Schools is directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted by the Board and the administrative rules and regulations needed to put them into effect.

Accessibility is to extend to all employees of the school system, to members of the Board, and interested citizens.

Review of Administrative Rules
CMAD-3.805

The Board of Education reserves the right to review and veto administrative rules should they, in the Board's judgment, be inconsistent with the policies adopted by the Board.

Administration in Policy Absence
CMB-3.806

In cases where action must be taken within the school system where the Board has provided no guides for administrative action, the Superintendent of Schools shall have the power to act.

His decisions, however, shall be subject to review by action of the Board at its regular meeting. It shall be the duty of the Superintendent of Schools to inform the Board promptly of such action and of the resultant need for policy.

Administrative Records
CN-3.90

This Board of Education shall provide the office of the Superintendent of Schools with space and equipment for efficient administration of the schools of this School District.

All official records of this Board of Education shall be stored in said location as shall all necessary records associated with school system operation.

The Superintendent shall keep such records as directed by the Board, state law, State Board of Education, or other legal and/or regulatory agency.

Administrative Reports
CO-3.901

The Superintendent shall file with federal and state agencies reports required by those agencies. Further, each principal, director, supervisor, or other administrator shall give careful consideration to all procedures related to reports, accounting, and general business matters that are required for the administration of the school program and shall make accurate and prompt return on scheduled dates of all statistical, accounting, and other information specified as required by the Superintendent or his designated Central Office representative.

This Board shall cause to be investigated any report that inaccurate records are submitted or filed in this district. Intentional falsification of records or reports shall be a basis for dismissal by this Board of Education.

PART III

SELECTED READINGS ABSTRACTS
ON
GENERAL SCHOOL ADMINISTRATION

C 3.0 GENERAL SCHOOL ADMINISTRATION also, A 1.0 and GB 7.60

REPORT NUMBER	ED032292
TITLE	INFORMATION REQUIREMENTS FOR PLANNING INSTRUCTIONAL STRATEGIES: AN ANTHOLOGY FOR TEACHERS AND PRINCIPALS.
AUTHOR(S)	BISH, JOHN, ED.: AND OTHERS
SOURCE	CENTRAL ATLANTIC REGIONAL EDUCATIONAL LAB., INC., ALEXANDRIA, VA.
NOTE	209 P.
PUB DATE	JUN 69

ABSTRACT

THE INTRODUCTION TO THIS ANTHOLOGY REPORTS A STUDY DESIGNED TO DEVELOP A SYSTEMATIC PROCEDURE FOR GATHERING INFORMATION FORM ACTUAL SCHOOL SETTINGS ABOUT THE IMPACT OF SCHOOL ORGANIZATION, STAFFING, AND ADMINISTRATION OF STUDENTS--INFORMATION TO PROVIDE BASELINE DATA FOR DECISIONMAKERS. INCLUDED ARE DESCRIPTION OF METHODS AND PROCEDURES, DATA ANALYSIS TECHNIQUES, AND SPECIFIC OBJECTIVES WHICH INCULDED (1) SELECTION, MODIFICATION, AND DESIGN OF INSTURMENTS FOR GATHERING DATA REGARDING STUDENTS, TEACHERS, PARENTS, PRINCIPALS, AND TEACHER AIDES, PERCEPTS OF SELECTED ISSUES IN THE ELEMENTARY SCHOOL AND INSTRUMENTS FOR MAKING OBJECTIVE OBSERVATIONS OF CLASSROOM ENVIRONMENT, AND (2) GATHERING BASELINE INFORMATION ON ONE PUBLIC AND ONE NONPUBLIC (ONE CENTRALIZED AND ONE DECENTRALIZED) ELEMENTARY SCHOOL IN URBAN, DEPRIVED ENVIRONMENTS. THE EIGHT CHAPTERS, EACH WRITTEN BY A SPECIALIST IN THE AREA OF CONCERN, PRESENT DIFFERENT ASPECTS OF THE STUDY: THE PLACE OF OBJECTIVE INFORMATION IN TOTAL SCHOOL PLANNING; CRITICAL INFORMATION REQUIREMENTS IN THE MANAGEMENT OF THE ELEMENTARY SCHOOL; ANALYSIS AND IMPLICATIONS OF STUDENT, TEACHER, AND PARENT PERCEPTS OF STUDENT PERFORMANCE; PROFESSIONAL STAFF ENCOUNTERS; CLASSROOM ECOLOGY; GENERAL ATMOSPHERE FOR ADMINISTRATIVE AUTONOMY: THE ATMOSPHERE FOR DECISION MAKING; THREE VIEWS OF THE TEACHER AIDE; AND COMMUNITY INTEREST IN LOCAL SCHOOL MANAGEMENT. (JS)

DESCRIPTORS

CLASSROOM ENVIRONMENT
COMMUNITY INVOLVEMENT
DECENTRALIZATION
ELEMENTARY SCHOOLS
MEASUREMENT INSTRUMENTS
SCHOOL ENVIRONMENT
SCHOOL PLANNING
TEACHER AIDES
CLASSROOM OBSERVATION TECHNIQUES
DATA COLLECTION
DECISION MAKING
INFORMATION SOURCES
SCHOOL ADMINISTRATION
SCHOOL ORGANIZATION
STAFF ROLE
URBAN SCHOOLS

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C 3.0 GENERAL SCHOOL ADMINISTRATION

REPORT NUMBER EJ008556

TITLE SCHOOL MANAGEMENT AND SOCIAL RESPONSIBILITY

AUTHOR(S) SUMMERS, WESLEY K.

PUB DATE 69 SEP

DESCRIPTORS
ADMINISTRATIVE PERSONNEL
MANAGEMENT
SCHOOL ADMINISTRATION
SCHOOL POLICY
EDUCATIONAL SOCIOLOGY
POLICY FORMATION
SCHOOL ORGANIZATION
SOCIAL RESPONSIBILITY

CITATION CLEARING HOUSE; 44; 1; 3-8

C 3.0 GENERAL SCHOOL ADMINISTRATION

REPORT NUMBER EJ121677

TITLE THE AUTHENTIC ADMINISTRATION

AUTHOR(S) O'NELL, NANCY; METZCUS, RICHARD H.

PUB DATE SPR 75

ABSTRACT
A REVISION AND CLARIFICATION OF ORGANIZATIONAL AUTHENTICITY IN TERMS OF RESPONSIVENESS CLAIMED BY ADMINISTRATORS AND RESPONSIVENESS EXPERIENCED BY TEACHERS. (AUTHOR/ND)

DESCRIPTORS
SCHOOL ADMINISTRATION
TEACHER ADMINISTRATOR RELATIONSHIP
TEACHER ALIENATION
PERSONNEL MANAGEMENT
EDUCATIONAL RESEARCH
HIGH SCHOOL ORGANIZATION
TEACHER RESPONSE
PYRAMID ORGANIZATION
CATHOLIC HIGH SCHOOLS

CITATION NOTRE DAME JOURNAL OF EDUCATION; 6; 1; 43-9

C 3.0 GENERAL SCHOOL ADMINISTRATION

REPORT NUMBER EJ032042

TITLE COST OF EDUCATION INDEX 1970-71: SPENDING FOR ADMINISTRATION

PUB DATE JAN 71

DESCRIPTORS

ADMINISTRATIVE PERSONNEL	EDUCATIONAL FINANCE
EXPENDITURE PER STUDENT	SALARIES
SCHOOL SECRETARIES	SCHOOL SUPERINTENDENTS

CITATION SCHOOL MANAGEMENT; 15; 1; 26-30, 63

C 3.0 GENERAL SCHOOL ADMINISTRATION

REPORT NUMBER EJ014131

TITLE INSTRUCTIONAL TECHNOLOGY AND ADMINISTRATIVE DECISIONS

AUTHOR(S) EYE, GLEN G.; AND OTHERS

PUB DATE 69 DEC

ABSTRACT

'CONCERNED WITH THE SPIRALING PROBLEMS OF TECHNOLOGY AND ITS IMPACT ON INSTRUCTION, THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS (AASA) TWO YEARS AGO CREATED THE COMMITTEE ON TECHNOLOGY AND INSTRUCTION. SINCE THAT TIME THE COMMITTEE HAS BEEN ACTIVE IN INVESTIGATING A NUMBER OF AREAS RELEVANT TO THE IMPACT OF TECHNOLOGY ON THE PUBLIC SCHOOLS.' THIS ARTICLE REPORTS ON THE ISSUES RAISED IN THESE AREAS. (AUTHOR/LS)

DESCRIPTORS

DECISION MAKING	EDUCATIONAL FINANCE
EQUIPMENT UTILIZATION	INDIVIDUALIZED INSTRUCTION
INSTRUCTIONAL TECHNOLOGY	SCHOOL ADMINISTRATOR
TEACHER ATTITUDES	TEACHER ROLE

CITATION EDUC TECHNOL; 9; 12; 24-7

C 3.0 GENERAL SCHOOL ADMINISTRATION

REPORT NUMBER EJ001839

TITLE SCHOOLS FOR YOUNG CHILDREN: ORGANIZATIONAL AND ADMINISTRATIVE CONSIDERATIONS

AUTHOR(S) ANDERSON, ROBERT H.

PUB DATE 69 MAR

DESCRIPTORS
CHILD DEVELOPMENT
ELEMENTARY EDUCATION
KINDERGARTEN
SCHOOL ADMINISTRATION
SCHOOLS
EARLY CHILDHOOD EDUCATION
FACILITIES
NURSERY SCHOOLS
SCHOOL ORGANIZATION
TEACHERS

CITATION PHI DELTA KAPPAN; 50; 7; 381-385

C 3.0 GENERAL SCHOOL ADMINISTRATION

REPORT NUMBER EJ050890

TITLE THE COMMONWEALTH COUNCIL FOR EDUCATIONAL ADMINISTRATION: A NEW CENTRE FOR EDUCATIONAL LEADERSHIP

AUTHOR(S) THOMAS, A. ROSS

PUB DATE OCT 71

ABSTRACT

DESCRIBES THE DEVELOPMENT OF THE COUNCIL FOR EDUCATIONAL ADMINISTRATION, AN ORGANIZATION DEDICATED TO THE STUDY AND PRACTICE OF EDUCATIONAL ADMINISTRATORS. (JF)

DESCRIPTORS
ADMINISTRATIVE PERSONNEL
EDUCATIONAL ADMINISTRATION
PROFESSIONAL ASSOCIATIONS
ADMINISTRATOR EDUCATION
INTERNATIONAL ORGANIZATIONS

IDENTIFIERS
COMMONWEALTH COUNTRIES

CITATION JOURNAL OF EDUCATIONAL ADMINISTRATION; 9; 2; 128-134

C 3.0 GENERAL SCHOOL ADMINISTRATION also, A 1.0

REPORT NUMBER ED017346

TITLE PATTERNS AND TRENDS IN STATE SCHOOL SYSTEM DEVELOPMENT.

AUTHOR(S) FITZWATER, CHARLES O.

SOURCE NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D.C. DEPT. OF RURAL EDUCATION.

PUB DATE APR 67

ABSTRACT

THE CONSTITUTIONS OF ALL STATES PROVIDE THAT A SYSTEM OF PUBLIC SCHOOLS SHALL BE ESTABLISHED AND MAINTAINED. THESE SCHOOLS IN THE VARIOUS STATES ARE ADMINISTERED BY THREE LEVELS OF ADMINISTRATIVE AGENCIES, INCLUDING THE STATE EDUCATION AGENCY, THE LOCAL SCHOOL DISTRICT, AND THE INTERMEDIATE ADMINISTRATIVE UNIT. OF THE 50 STATE SYSTEMS OF EDUCATION, 3 STRUCTURAL PATTERNS EXIST--(1) 32 STATES UTILIZE THE THREE-LEVEL STRUCTURE, (2) 17 STATES USE A TWO-LEVEL STRUCTURE, AND (3) ONLY ONE STATE IS TOTALLY CENTRALIZED (HAWAII UTILIZES ONLY THE STATE EDUCATION AGENCY). THIS DOCUMENT REVIEWS THE VARIOUS PATTERNS AND TRENDS OF ALL THREE STURCTURAL LEVELS IN THE 50 STATES FROM 1945-66. THIS ARTICLE APPEARS IN THE 'JOURNAL OF STATE SCHOOL SYSTEMS DEVELOPMENT,' VOL. 1, NO. 1, SPRING 1967, PP. 5-32. (ES)

DESCRIPTORS

ADMINISTRATIVE AGENCIES
BOARDS OF EDUCATION
COUNTY SCHOOL SYSTEMS
EDUCATIONAL NEEDS
ORGANIZATION
SCHOOL ADMINISTRATION
SCHOOL ORGANIZATION
SCHOOL SYSTEMS
STATE DEPARTMENTS OF EDUCATION
ADMINISTRATIVE ORGANIZATION
CENTRALIZATION
DECENTRALIZATION
INTERMEDIATE ADMINISTRATIVE UNITS
PUBLIC SCHOOLS
SCHOOL DISTRICTS
SCHOOL REDISTRICTING
SOCIOECONOMIC INFLUENCES

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

C 3.0 GENERAL SCHOOL ADMINISTRATION

REPORT NUMBER ED032650

TITLE A PRELIMINARY MANUAL FOR ORGANIZATIONAL TRAINING IN SCHOOLS.

AUTHOR(S) SCHMUCK, RICHARD A.; RUNKEL, PHILIP J.

SOURCE OREGON UNIV., EUGENE. CENTER FOR ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION.

NOTE 72 P.

PUB DATE OCT 68

ABSTRACT

THE SPECIAL CONCERN OF THIS MANUAL IS THE IMPROVEMENT OF WORKING RELATIONSHIPS AMONG THE MEMBERS OF A SCHOOL'S ADMINISTRATION, FACULTY, AND STAFF. STUDIES HAVE INDICATED THAT FOR COMPLEX PROBLEMS OFFERING MANY ALTERNATIVES, DECISIONS PRODUCED BY GROUP INTERACTION ARE USUALLY FAR SUPERIOR TO DECISIONS PRODUCED SOLELY BY INDIVIDUALS. TO ACHIEVE CONSENSUAL DECISION-MAKING, ORGANIZATIONAL DEVELOPMENT MUST TAKE EFFECT THROUGH SOME FORMAL TRAINING. THE EXERCISES IN THIS MANAUL PROVIDE TRAINING IN THE USE OF GROUP RESOURCES, THE CLARIFICATION OF ROLES, ORGANIZATIONAL PARTICIPATION, PROBLEM-SOLVING, IMPROVING MEETINGS, AND PLANNING ORGANIZATIONAL TRAINING. A RELATED DOCUMENT IS EA 002 558.

DESCRIPTORS

DECISION MAKING
EXPERIMENTS
GROUP DYNAMICS
ORGANIZATIONAL CHANGE
PARTICIPANT INVOLVEMENT
ROLE PERCEPTION
SCHOOL ORGANIZATION
TRAINING
EDUCATIONAL OBJECTIVES
FACULTY
INTERACTION PROCESS ANALYSIS
ORGANIZATIONAL CLIMATE
PROBLEM SOLVING
SCHOOL ADMINISTRATION
SCHOOL PERSONNEL

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C 3.0 GENERAL SCHOOL ADMINISTRATION

REPORT NUMBER	ED039742
TITLE	THE NEW TECHNOLOGY: ITS IMPLICATIONS FOR ORGANIZATIONAL AND ADMINISTRATIVE CHANGES.
AUTHOR(S)	BOLVIN, JOHN O.
SOURCE	ACADEMY FOR EDUCATIONAL DEVELOPMENT, INC., WASHINGTON, D.C.
NOTE	26 P.; THIS IS ONE OF THE SUPPORT PAPERS FOR 'TO IMPROVE LEARNING; A REPORT TO THE PRESIDENT AND THE CONGRESS OF THE UNITED STATES BY THE COMMISSION ON INSTRUCTIONAL TECHNOLOGY', ED 034 905
PUB DATE	70

ABSTRACT

IMPLICATIONS FOR THE ADMINISTRATION AND ORGANIZATION PROCEDURES OF SCHOOLS WERE DERIVED FORM ASSUPTIONS ON THE LEARNING PROCESS AND, SPECIFICALLY, THE INDIVIDUALIZATION OF INSTRUCTION; THE CONCEPT OF THE COMMUNITY AS THE SCHOOL SHOULD BE IMPLEMENTED, INTERRELATING ORGANIZATIONAL PATTERNS OF ADMINISTRATION SHOULD START WITH THE STUDENT AND FEED BACK TO THE STUDENT, AND PROFESSIONAL EDUCATORS AT ALL LEVELS SHOULD BE WILLING TO ASSUME NEW ROLES AND ASSIST IN THE CREATION OF NEW PRACTICES WITHIN THE ADMINISTRATIVE ORGANIZATION. (SP)

DESCRIPTORS

EDUCATIONAL CHANGE
SCHOOL ADMINISTRATION
EDUCATIONAL TECHNOLOGY
SCHOOL ORGANIZATION

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C 3.0 GENERAL SCHOOL ADMINISTRATION

REPORT NUMBER ED051871

TITLE DIRECTED RESEARCH PROGRAM IN READING, EARLY CHILDHOOD, VOCATIONAL EDUCATION, SCHOOL ORGANIZATION AND ADMINISTRATION, FY 72 - FY 76.

SOURCE NATIONAL CENTER FOR EDUCATIONAL RESEARCH AND DEVELOPMENT (DHEW/CE), WASHINGTON, D.C.

NOTE 73 P.

PUB DATE MAY 70

ABSTRACT

IN 1970 THE NATIONAL CENTER FOR EDUCATIONAL RESEARCH AND DEVELOPMENT (CER) REVIEWED UNITED STATES OFFICE OF EDUCATION (USOE) BUREAU OF RESEARCH POLICIES OVER THE PREVIOUS 15 YEARS, AND AS A RESULT OF THIS CONCENTRATE FUNDS IN FOUR AREAS OF HIGH EDUCATIONAL SIGNIFICANCE AND WILL BE CONDUCTED SO THAT CUMULATIVE RESULTS CAN BE EMPLOYED RELATIVELY SOON TO IMPROVE THE SCHOOLS: (1) READING, (2) EARLY CHILDHOOD, (3) VOCATIONAL EDUCATION, AND (4) SCHOOL ORGANIZATION AND ADMINISTRATION. IN THIS DOCUMENT, DEVELOPMENT PLANS FOR EACH OF THESE FOUR AREAS ARE PROFILED AGAINST A TIMETABLE SPANNING FISCAL YEARS 1971-1976 WITH POSSIBLE COST ALLOCATIONS PER ACTIVITY PER YEAR. PROBLEMS, OBJECTIVES, AND STRATEGIES FOR DEVELOPMENT OF ACTIVITIES ARE DESCRIBED AND MAJOR PROBLEM AREAS WITHIN ACTIVITIES ARE DELINEATED. RESEARCH WHICH CONCENTRATES ON DISADVANTAGED POPULATIONS, WHICH IS LINKED TO OTHER USOE PROGRAMS, WHICH CAN BE DISSEMINATED TO THE SCHOOLS, AND WHICH CAN BE IMPLEMENTED IN EXPERIMENTAL SCHOOLS OR REGIONAL EDUCATIONAL LABORATORIES WILL OFFER MAXIMAL RETURN FOR THE INVESTMENT OF RESOURCES. (WY)

DESCRIPTORS
DISADVANTAGED GROUPS
EARLY CHILDHOOD EDUCATION
EDUCATIONAL RESEARCH
READING
RESEARCH NEEDS
RESEARCH UTILIZATION
SCHOOL ADMINISTRATION
SCHOOL ORGANIZATION
VOCATIONAL EDUCATION

IDENTIFIERS
CER
NATIONAL CENTER EDUCATIONAL RESEARCH DEVELOPMENT
NATIONAL INSTITUTE FOR EDUCATION
NIE

EDRS PRICE MF-$0.75 HC-$3.15 PLUS POSTAGE

C 3.0 GENERAL SCHOOL ADMINISTRATION

REPORT NUMBER ED033446

TITLE URBAN SCHOOL ADMINISTRATION

AUTHOR(S) MCKELVEY, TROY V., ED.; SWANSON, AUSTIN D., ED.

NOTE 220 P.

PUB DATE 69

ABSTRACT

THIS DOCUMENT CONTAINS 12 PAPERS PRESENTED AT AN INSTITUTE FOR URBAN SCHOOL ADMINISTRATORS DESIGNED TO DEAL WITH THE CONTEMPORARY URBAN EDUCATIONAL PROBLEMS INCIDENT TO SCHOOL DESEGREGATION, SOCIAL INTEGRATION, AND THE EQUALITY OF EDUCATIONAL OPPORTUNITY. THE AUTHORS OF THE PAPERS RELATE RECENT RESEARCH FINDINGS TO PRACTICAL FIELD EXPERIENCE, AND PROVIDE: (1) AN OVERVIEW OF THE CONTEMPORARY SOCIAL CRISIS IN URBAN AREAS; (2) AN ANALYSIS OF THE EFFECTS OF RACIAL ISOLATION, COMPENSATORY EDUCATION, AND SCHOOL INTEGRATION ON THE ACHIEVEMENT AND ADJUSTMENT OF DISADVANTAGED AND ADVANTAGED CHILDREN; (3) A DESCRIPTION OF CURRENT AND DESIRABLE FUTURE PATTERNS OF SCHOOL-COMMUNITY RELATIONS IN URBAN AREAS, INCLUDING SPECIFIC SUGGESTIONS FOR IMPROVING COMMUNITY AND PARENTAL INVOLVEMENT AND FOR ORGANIZING LOW INCOME NEIGHBORHOODS FOR POLITICAL ACTION; (4) A DESCRIPTION OF NEEDED INSTRUCTIONAL AND CURRICULAR INNOVATIONS AND ADVICE CONCERNING THE RECRUITMENT, RETENTION, AND ROLE OF QUALIFIED STAFF FOR URBAN SCHOOLS; AND (5) AN ANALYSIS OF STRUCTURAL PROBLEMS INCLUDING ORGANIZATIONAL COMMUNICATION, DIVISION OF LABOR, GOVERNANCE, AND GUIDELINES FOR RESTRUCTURING URBAN SCHOOL GOVERNMENT. (JH)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
COMMUNITY INVOLVEMENT
EDUCATIONAL CHANGE
GOVERNANCE
LOW INCOME GROUPS
SCHOOL ADMINISTRATION
SCHOOL INTEGRATION
STAFF ROLE
URBAN EDUCATION
COMMUNICATION PROBLEMS
COMPENSATORY EDUCATION
EQUAL EDUCATION
INSTRUCTIONAL INNOVATION
RACE INFLUENCES
SCHOOL COMMUNITY RELATIONSHIP
SCHOOL ORGANIZATION
TEACHER RECRUITMENT

AVAILABILITY: SAGE PUBLICATIONS, INC., 275 SOUTH BEVERLY DRIVE, BEVERLY HILLS, CALIFORNIA 90212 ($7.50)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

C 3.0 GENERAL SCHOOL ADMINISTRATION

REPORT NUMBER ED002831

TITLE PROVIDING EDUCATION FOR MIGRANT CHILDREN.

AUTHOR(S) POTTS, ALFRED; REDBIRD, HELEN M.

SOURCE COLORADO STATE DEPT. OF EDUCATION, DENVER.

NOTE 160 P.

PUB DATE 61

ABSTRACT

THE PROGRAM PURPOSE WAS TO LEARN THE NATURE OF THE PROBLEMS CHARACTERISTIC TO THE EDUCATION OF THE MIGRANT CHILD AND TO ACHIEVE BOTH A STRUCTURE OF EDUCATION AND A KNOWLEDGE OF CONTENT AND METHODOLOGY THAT WOULD MEET HIS NEEDS. THE PROJECT STRUCTURE WAS DEVELOPED TO LEARN ABOUT ORGANIZATION FOR ADMINISTRATION OF EDUCATION PROGRAMS, FINANCIAL SUPPORT OF EDUCATION PROGRAMS, SOCIAL UNDERSTANDING, MOVEMENT OF MIGRANTS AND CAUSES, APTITIDE OF THE PEOPLE, CURRICULUM NEEDS, CLASSROOM METHODS, AND TEACHER NEEDS AND PREPARATION. SEVERAL EXPERIMENTAL SUMMER SCHOOLS FOR MIGRANT CHILDREN WERE ESTABLISHED TO OPERATE OVER A 3-YEAR PERIOD. OTHER SCHOOLS WITH MIGRANT CHILDREN COOPERATED AS A CONTROL GROUP. ALL OF THE CHILDREN PARTICIPATING IN THE STUDY WERE FOUND TO BE BEHIND IN SOCIAL MATURATION IN VARYING MEASURE, AND ALMOST 70 PERCENT WERE BEHIND THE STATUS OF NORMAL GRADE EXPECTANCY. THUS, IT WAS RECOMMENDED THAT ALL SCHOOL-AGE CHILDREN OF MIGRATORY FAMILIES SHOULD BE ENCOURAGED TO ATTEND ANY MAKE-UP SCHOOL FACILITY OPERATED IN THEIR AREA OF TEMPORARY RESIDENCE. SPECIAL SCHOOL TERMS AND OPERATIONAL RECOMMENDATIONS AND PROCEDURES WERE OUTLINED FOR THE MIGRANT LABOR OFFICES AND AGRICULTURAL AREAS OF COLORADO. (JH)

DESCRIPTORS

APTITUDE
CURRICULUM PLANNING
EDUCATIONAL IMPROVEMENT
EXPERIMENTAL SCHOOLS
MIGRANT CHILDREN
SCHOOL ADMINISTRATION
SOCIAL DEVELOPMENT
CLASSROOM TECHNIQUES
EDUCATIONAL FINANCE
EDUCATIONAL NEEDS
INSERVICE TEACHER EDUCATION
MIGRANT EDUCATION
SCHOOL ORGANIZATION
SUMMER SCHOOLS

IDENTIFIERS

COLORADO
DENVER

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C 3.0 GENERAL SCHOOL ADMINISTRATION

REPORT NUMBER ED032642

TITLE INCREASING THE EFFECTIVENESS OF EDUCATION MANAGEMENT. A RESEARCH PROPOSAL.

SOURCE BATTELLE MEMORIAL INST., COLUMBUS, OHIO. COLUMBUS LABS.; OHIO SCHOOL BOARDS ASSOCIATION, COLUMBUS.; SCHOOL MANAGEMENT INST., INC., COLUMBUS, OHIO.

NOTE 61 P.

PUB DATE 20 APR 68

ABSTRACT

A 3-YEAR RESEARCH PROGRAM IN PROPOSED TO DEVELOP IMPROVED METHODS FOR INCREASING THE EFFCTIVENESS OF EDUCATION MANAGEMENT, INCLUDING THOSE FUNCTIONS OF THE BOARD OF EDUCATION ADN THE SUPERINTENDENT THAT DEAL WITH PLANNING, ORGANIZING, COMMUNICATING, AND EVALUATING. THE PROPOSAL LISTS 30 MAJOR PROBLEMS CONFRONTING SCHOOL BOARDS AND SUPERINTENDENTS AND OUTLINES A SERIES OF EIGHT PROJECTS: (1) SURVEYING THE PUBLIC'S EDUCATIONAL PREFERENCES, (2) DESCRIBING THE EDUCATIONAL PROGRAM, (3) PERSONNEL NEGOTIATIONS, (4) EVALUATING TEACHER PERFORMANCE, (5) EVALUATING PERFORMANCE OF ADMINISTRATIVE PERSONNEL, (6) STATING AND MEASURING THE ACCOMPLISHMENT OF INSTRUCTIONAL OBJECTIVES, (7) FOLLOWUP EVALUATION OF GRADUATES, AND (8) ADMINISTRATION. (JK)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
BOARDS OF EDUCATION
EDUCATIONAL PLANNING
MANAGEMENT
MANAGEMENT SYSTEMS
PROGRAM COSTS
PUBLIC RELATIONS
SCHOOL COMMUNITY RELATIONSHIP
SCHOOL SUPERINTENDENTS
ADMINISTRATOR EVALUATION
COLLECTIVE NEGOTIATION
FOLLOWUP STUDIES
MANAGEMENT EDUCATION
PERSONNEL EVALUATION
PROGRAM EVALUATION
RESEARCH PROPOSALS
SCHOOL DISTRICTS
TEACHER EVALUATION

EDRS PRICE MF-$0.75 HC-$3.15 PLUS POSTAGE

C 3.0 GENERAL SCHOOL ADMINISTRATION

REPORT NUMBER ED075923

TITLE INSIDE THE MANAGEMENT TEAM. A STUDY OF MANAGEMENT TEAM PATTERNS OF SCHOOL ORGANIZATIONS INCLUDING THE ROLE OF THE SUPERINTENDENT, DECISIONMAKING AND THE PROFESSIONAL WELFARE OF ADMINISTRATORS. RESEARCH MONOGRAPH NO. 1.

AUTHOR(S) AUKEE, WAINO E.; AND OTHERS

SOURCE METROPOLITAN DETROIT BUREAU OF SCHOOL STUDIES, INC., MICH.

NOTE 102 P.

PUB DATE 73

ABSTRACT

THE MANAGEMENT TEAM CONCEPT IN SCHOOL ADMINISTRATION IS CURRENTLY BEING ADOPTED BY SHCOOL DISTRICTS THROUGHOUT THE UNITED STATES. BASICALLY, THE CONCEPT REFERS TO THE INVOLVEMENT OF ALL LEVELS OF MANAGMENT IN THE PLANNING, IMPLEMENTING, AND DECISIONMAKING PROCESS WHEN SUCH ACTIVITIES DIRECTLY AFFECT THEIR PROFESSIONAL RESPONSIBILITIES. ONE KEY FACTOR THAT MAY AFFECT THE DEGREE AND EFFECTIVENESS OF THIS MANAGEMENT INVOLVEMENT IS THE PATTERN OF ORGANIZATIONAL STRUCTURE AT THE MANAGEMENT LEVEL. THIS MONOGRAPH REPORTS ON THREE DISTINCT, YET RELATED, PIECES OF RESEARCH THAT FOCUSED ON THE RELATIONSHIP BETWEEN IDENTIFIABLE MANAGEMENT TEAM PATTERNS OF SCHOOL ORGANIZATIONAL STURCTURE IN NUMBEROUS PUBLIC SCHOOL SYSTEMS IN THE METROPOLITAN DETROIT AREA AND (1) THE INVOLVEMENT IN THE DECISIONMAKING PROCESS, (2) THE LEADER BEHAVIOR AND SUPERINTENDENTS, AND (3) THE PROFESSIONAL WELFARE OF ADMINISTRATORS. A SELECTED BIBLIOGRAPHY IS INCLUDED. (AUTHOR)

DESCRIPTORS
ADMINISTRATIVE PERSONNEL
DECISION MAKING
LEADERSHIP STYLES
PUBLIC SCHOOLS
RESEARCH
SCHOOL SUPERINTENDENTS
URBAN STUDIES
BOARDS OF EDUCATION
EDUCATIONAL ADMINISTRATION
PROFESSIONAL PERSONNEL
QUESTIONNAIRES
SCHOOL ORGANIZATION
TABLES (DATA)
WELFARE

IDENTIFIERS
MANAGEMENT TEAMS
MONOGRAPHS
METROPOLITAN DETROIT
PROFESSIONAL WELFARE

AVAILABILITY: THE INTERSTATE PRINTERS AND PUBLISHERS, INC., 19-27 NORTH JACKSON STREET, DANVILLE, ILLINOIS 61832 (ORDER NO. 1571, $2.00, EDUCATIONAL DISCOUNTS)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

C 3.0 GENERAL SCHOOL ADMINISTRATION

REPORT NUMBER ED119304

TITLE ADMINISTRATION--THE KEY TO CREATING SCHOOLS THAT WORK.

AUTHOR(S) GEISERT, GENE

NOTE 10 P.; PAPER PRESENTED AT THE ANNUAL CONVENTION OF THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS (108TH, ATLANTIC CITY, NEW JERSEY, FEBRUARY 20-23, 1976)

PUB DATE 22 FEB 76

ABSTRACT

WHILE PRIMARILY DISCUSSING THE RELATIONSHIP BETWEEN SCHOOL BOARDS AND SUPERINTENDENTS, THE SPEAKER MAKES FOUR MAIN POINTS. FIRST, THE PROFESSIONAL ADMINISTRATION THAT RUNS OUR SCHOOLS, LED BY SUPERINTENDENTS AND THEIR MANAGEMENT TEAMS, IS IN THE BEST POSITION--PERHAPS THE ONLY POSITION--TO IMPLEMENT IMPROVEMENTS IN EDUCATION. SECOND, SCHOOL BAORDS (AND THE INDIVIDUARL MEMBERS WHO MAKE UP THE BOARDS), AS NOW DESIGNED, ARE MORE LIKELY TO IMPEDE THAN TO IMPLEMENT CHANGE. THIRD, TEACHER UNIONS ARE POLITICALLY UNABLE AND, OF NECESSITY, TOO SELF-SERVING TO BRING ABOUT INTERNAL REFORM. FOURTH, PARENTS AND STUDENT GROUPS DO NOT POSSESS PROFESSIONAL JUDGMENT AND WITHOUT AN EFFECTIVE, INNOVATIVE, AND AGGRESSIVE SCHOOL ADMINISTRATION TO IMPLEMENT THEIR CONCERNS CANNOT BRING ABOUT THE KINDS OF REFORM REQUIRED TO MAKE OUR SYSTEM OF EDUCATION WORK. THE SPEAKER PROPOSES ACTION THAT WOULD STRENGTHEN THE ROLE AS POLICY-MAKER, AND CHANGE THE CURRENT MODEL OF SCHOOL GOVERNANCE. (AUTHOR/IRT)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
BOARDS OF EDUCATION
ELEMENTARY SECONDARY EDUCATION
SCHOOL SUPERINTENDENTS
BOARD OF EDUCATION ROLE
EDUCATIONAL ADMINISTRATION
MANAGEMENT
SUPERINTENDENT ROLE

EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE

C 3.0 GENERAL SCHOOL ADMINISTRATION

REPORT NUMBER ED012507

TITLE COMMUNITY RESOURCES AND CONFLICT PROPENSITY AS SOURCES FOR CONSTRAINTS ON THE LOCAL SCHOOL ADMINISTRATOR.

AUTHOR(S) SNOW, R. J.

SOURCE OREGON UNIV., EUGENE. CENTER FOR ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION.

NOTE 31 P.

PUB DATE 67

ABSTRACT

TO DETERMINE THE EXTENT TO WHICH SCHOOL SYSTEM ENVIRONMENTS MAY BE DISTINCT IN TERMS OF COMMUNITY RESOURCES AND CONFLICT PROPENSITY, THE VOTING RECORDS, SOCIOECONOMIC DATA, AND ASPECTS OF BOARD OF EDUCATION INTERACTION WITH SCHOOL SUPERINTENDENTS OF FOUR SUBURBAN ILLINOIS COMMUNITIES WERE ANALYZED. A COMPARISON OF CONSTRAINTS AND SUPPORTS FOR THE FOUR COMMUNITIES INDICATED A HIGHER DEGREE OF SCHOOL SUPERINTENDENT LEADERSHIP IN THE DISTRICT WITH THE MOST ABUNDANT RESOURCES AND CONFLICT MANAGEMENT SKILL. THIS WAS EVIDENCED BY A REPRESENTATIVE COMMUNITY CAUCUS ENJOYING BROAD SUPPORT FOR THE SCHOOL PROGRAM AND ENTRUSTING EDUCATIONAL DECISION MAKING OT THE SCHOOL SUPERINTENDENT. DIFFERENTIAL MANIFESTATIONS OF SUPERINTENDENT ADMINISTRATIVE ABILITY AND VARYING DEGREES OF SUCCESS ACHIEVED IN SCHOOL-COMMUNITY RELATIONS FOR THE FOUR COMMUNITIES WERE BRIEFLY REVIEWED. THIS PAPER WAS PRESENTED AT THE ANNAUL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (NEW YORK CITY, FEBRUARY 18, 1967). (JK)

DESCRIPTORS

BOARDS OF EDUCATION
CONFLICT
EDUCATIONAL PLANNING
POLICY FORMATION
SCHOOL SUPERINTENDENTS
COMMUNITY RESOURCES
DECISION MAKING
LEADERSHIP QUALITIES
SCHOOL COMMUNITY RELATIONSHIP
SUPERINTENDENT ROLE

IDENTIFIERS

AMERICAN EDUCATIONAL RESEARCH ASSO
ILLINOIS
EUGENE
NEW YORK CITY

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

C 3.0 GENERAL SCHOOL ADMINISTRATION

REPORT NUMBER ED011706

TITLE THE INFLUENCES AND CONTROLS OVER LOCAL SCHOOL SYSTEMS.

AUTHOR(S) EYE, GLEN G.

NOTE 22 P.

PUB DATE 30 APR 67

ABSTRACT

THE DEFINITION OF SCHOOL ADMINISTRATION AS THE SELECTION, ASSIGNMENT, STIMULATION, GUIDANCE, AND EVALUATION OF HUMAN EFFORT TOWARD THE DEVELOPMENT OF HUMAN QUALITIES IS USED AS A FUNCTIONAL DEFINITION FOR IDENTIFYING AND CLARIFYING THE INFLUENCES AND CONTROLS OVER LOCAL SCHOOL SYSTEMS. IF INFLUENCE REFERS TO THE POWER OF PRODUCING EFFECTS BY INVISIBLE OR INSENSIBLE MEANS, AND IF CONTROL REFERS TO THE EXERCISE OF RESTRAINT OR DIRECTION OVER SOMETHING, THE CONSIDERATION CAN BE FOCUSED UPON 2 LEVELS OF INFLUENCE AND CONTROL WITHING THE SCHOOL SYSTEM. THE FIRST, FORMAL INFLUENCE AND CONTROLS, ORIGINATES WITH THE JUDICIAL, LEGISLATIVE, AND EXECUTIVE AGENCIES OF THE FEDERAL, STATE, AND LOCAL GOVERNMENTS. THE SECOND LEVEL OF FOCUS INVOLVES THE INFORMAL INFLUENCES AND CONTROLS, ORIGINATING FORM THE FORCES, AGENCIES, AND INTERACTIONS OF THE TOTAL SOCIAL ENVIRONMENT. THIS LEVEL OF INFLUENCE AND CONTROL IS A RESULT OF THE ENVIRONMENTAL FACTORS INDIGENOUS TO A PARTICULAR SCHOOL SYSTEM. SCHOOL BOARDS AND SUPERINTENDENTS SHOULD BE AWARE OF SUCH FORCES IN ORDER TO ADOPT PROCEDURES TO DEAL OBJECTIVELY WITH THE TOTAL FIELD OF FORCES INFLUENCING EDUCATIONAL DECISIONS. IN ORDER TO REALIZE SUCH PROCEDURES, A MATRIX FOR PLANNING AN ADMINISTRATIVE ATTACK IS PROPOSED IN ORDER THAT THE SUPERINTENDENT MIGHT OBJECTIVELY DEAL WITH THE SELECTION, ASSIGNMENT, STIMULATION, GUIDANCE, AND EVALUATION OF IDEAS, PEOPLE, PLACES, AND THINGS. THIS ADDRESS WAS DELIVERED TO THE ADMINISTRATORS OF FIVE STATES AT THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS DRIVE-IN CONFERENCE (LOUISVILLE, APRIL 30, 1967). (GB)

DESCRIPTORS

BOARDS OF EDUCATION
POLITICAL INFLUENCES
PUBLIC SCHOOL SYSTEMS
SCHOOL SUPERINTENDENTS
ENVIRONMENTAL INFLUENCES
POWER STRUCTURE
SCHOOL ADMINISTRATION
SUPERINTENDENT ROLE

IDENTIFIERS

LOUISVILLE

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

C 3.0 GENERAL SCHOOL ADMINISTRATION

REPORT NUMBER ED056395

TITLE HUMAN RESOURCES FOR U.S. SCHOOL BOARDS. A DIRECTORY OF INDIVIDUALS WITH VARIOUS PROFESSIONAL COMPETENCIES FOR ASSISTANCE TO SCHOOL BOARDS.

SOURCE NATIONAL SCHOOL BOARDS ASSOCIATION, EVANSTON, ILL.

NOTE 34 P.

PUB DATE 71

ABSTRACT

THIS BOOKLET IS A COMPENDIUM OF THOSE INDIVIDUALS IDENTIFIED AS EXPERTS IN HUMAN RELATIONS WHO CAN, AS CONSULTANTS, ASSIST SCHOOL BOARDS, SUPERINTENDENTS, COMMUNITY COLLEGE TRUSTEES, AND SCHOOL PRESIDENTS IN NUMEROUS ASPECTS OF HUMAN RELATIONS AND MINORITY AFFAIRS. ACCOMPANYING THE NAME OF EACH PERSON LISTED IS A BRIEF DESCRIPTION OF HER OR HIS EXPERTISE. (AUTHOR)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
CONSULTANTS
HUMAN RESOURCES
MINORITY GROUP CHILDREN
PROFESSIONAL SERVICES
BOARDS OF EDUCATION
HUMAN RELATIONS
HUMAN SERVICES
PROFESSIONAL PERSONNEL
URBAN SCHOOLS

AVAILABILITY: NATIONAL SCHOOL BOARDS ASSOCIATION, STATE NATIONAL BANK PLAZA, EVANSTON, ILL. 60201 ($2.50 PER COPY, $2.00 FIVE OR MORE COPIES)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

C 3.0 GENERAL SCHOOL ADMINISTRATION

REPORT NUMBER ED052537

TITLE DECISION MAKING IN CURRICULUM & INSTRUCTION. AN IDEA MONOGRAPH.

AUTHOR(S) MYERS, DONALD A.

SOURCE INSTITUTE FOR DEVELOPMENT OF EDUCATIONAL ACTIVITIES, DAYTON, OHIO.

NOTE 54 P.

PUB DATE 70

ABSTRACT

THIS MONOGRAPH AIMS AT ASSURING GREATER RATIONALITY IN DECISIONMAKING PROCESSES INVOLVING BOARDS OF EDUCATION, SCHOOL SUPERINTENDENTS, PRINCIPALS, AND TEACHERS. THE DISCUSSION BEGINS WITH AN ANALYSIS OF THE PRESENT CONFUSION REGARDING WHO MAKES CURRICULUM AND INSTRUCTION DECISIONS. A THEORETICAL FRAMEWORK, CONSISTENT WITH SOME OF THE ESTABLISHED THEORIES CONCERNING FORMAL ORGANIZATIONS, CURRICULUM AND DECISIONMAKING, IS THEN PROPOSED TO FORM A MODEL THAT CAN BE CHALLENGED, EXAMINED, AND MODIFIED. THIS CONCEPTUAL SCHEME GUIDES THE PRACTICAL BUSINESS OF MAKING CURRICULAR DECISIONS IN SCHOOL SYSTEMS, SCHOOLS, AND CLASSROOMS. (AUTHOR/MLF)

DESCRIPTORS

BOARDS OF EDUCATION
CURRICULUM DEVELOPMENT
INSTRUCTION
PRINCIPALS
SCHOOL SUPERINTENDENTS
TEACHER EDUCATION
THEORIES
BUREAUCRACY
DECISION MAKING
MODELS
ROLE CONFLICT
SOCIAL VALUES
TEACHERS

AVAILABILITY: I/D/E/A, MAIL ORDERS, P.O. BOX 628, FAR HILLS BRANCH, DAYTON OHIO 45419 ($1.50)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

C 3.0 GENERAL SCHOOL ADMINISTRATION

REPORT NUMBER ED017346

TITLE PATTERNS AND TRENDS IN STATE SCHOOL SYSTEM DEVELOPMENT

AUTHOR(S) FITZWATER, CHARLES O.

SOURCE NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D.C. DEPT. OF RURAL EDUCATION.

PUB DATE APR 67

ABSTRACT

THE CONSTITUTIONS OF ALL STATES PROVIDE THAT A SYSTEM OF PUBLIC SCHOOLS SHALL BE ESTABLISHED AND MAINTAINED. THESE SCHOOLS IN THE VARIOUS STATES ARE ADMINISTERED BY THREE LEVELS OF ADMINISTRATIVE AGENCIES, INCLUDING THE STATE EDUCATION AGENCY, THE LOCAL SCHOOL DISTRICT, AND THE INTERMEDIATE ADMINISTRATIVE UNIT. OF THE 50 STATE SYSTEMS OF EDUCATION, 3 STRUCTURAL PATTERNS EXIST--(1) 32 STATES UTILIZE THE THREE-LEVEL STRUCTURE, (2) 17 STATES USE A TWO-LEVEL STRUCTURE, AND (3) ONLY ONE STATE IS TOTALLY CENTRALIZED (HAWAII UTILIZES ONLY THE STATE EDUCATION AGENCY). THIS DOCUMENT REVIEWS THE VARIOUS PATTERNS AND TRENDS OF ALL THREE STRUCTURAL LEVELS IN THE 50 STATES FROM 1945-66. THIS ARTICLE APPEARS IN THE 'JOURNAL ON STATE SCHOOL SYSTEMS DEVELOPMENT,' VOL. 1, NO. 1, SPRING 1967, PP. 5-32. (ES)

DESCRIPTORS
ADMINISTRATIVE AGENCIES
BOARDS OF EDUCATION
COUNTY SCHOOL SYSTEMS
EDUCATIONAL NEEDS
ORGANIZATION
SCHOOL ADMINISTRATION
SCHOOL ORGANIZATION
SCHOOL SYSTEMS
STATE DEPARTMENTS OF EDUCATION
ADMINISTRATIVE ORGANIZATION
CENTRALIZATION
DECENTRALIZATION
INTERMEDIATE ADMINISTRATIVE UNITS
PUBLIC SCHOOLS
SCHOOL DISTRICTS
SCHOOL REDISTRICTING
SOCIOECONOMIC INFLUENCES

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

C 3.0 GENERAL SCHOOL ADMINISTRATION

REPORT NUMBER ED041358

TITLE DECENTRALIZATION AND COMMUNITY INVOLVEMENT: A STATUS REPORT. EDUCATIONAL RESEARCH SERVICE CIRCULAR NUMBER SEVEN, 1969.

SOURCE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, WASHINGTON, D.C.; NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D.C.

NOTE 60 P.

PUB DATE NOV 69

ABSTRACT

RESPONSES FROM INQUIRIES TO THE SUPERINTENDENTS OF 32 URBAN SCHOOL SYSTEMS ACROSS THE COUNTRY PROVIDED THE BASIS FOR CLASSIFYING AND EVALUATING MODES OF DECENTRALIZATION AND EXTENT OF COMMUNITY CONTROL. MAIN FEATURES OF THE SCHOOL SYSTEMS' OPERATIONS ARE REPORTED UNDER NINE CATEGORIES: (1) DECENTRALIZED DECISION MAKING WITH CENTRALIZED ADMINISTRATION; (2) DECENTRALIZED ADMINISTRATION WITH CENTRALIZED INSTRUCTIONAL AND SUPPORTING SERVICES; (3) DECENTRALIZED ADMINISTRATION AND INSTRUCTIONAL AND SUPPORTING SERVIES; (4) PARTIALLY DECENTRALIZED ADMINISTRATION; (5) DECENTRALIZED ADMINISTRATION WITH COMMUNITY PARTICIPATION IN SOME OR ALL THE SUBDISTRICTS: (6) DECENTRALIZED ADMINISTRATION AND SERVICES WITH SMALL DEGREE OF COMMUNITY PARTICIPATION; (7) CENTRALIZED ADMINISTRATION WITH CONTROL OF SOME DISTRICTS BY A LOCALLY ELECTED SCHOOL BOARD; (8) COMPLETELY DECENTRALIZED ADMINISTRATION, EACH DISTRICT BEING GOVERNED BY A LOCALLY ELECTED SCHOOL BOARD; AND (9) DECENTRALIZED ADMINISTRATION BEING INITIATED. (JK)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
BOARDS OF EDUCATION
COMMUNITY CONTROL
DECENTRALIZATION
SCHOOL ADMINISTRATION
SCHOOL SYSTEMS
BIBLIOGRAPHIES
CENTRALIZATION
COMMUNITY INVOLVEMENT
EDUCATIONAL PLANNING
SCHOOL DISTRICTS
URBAN SCHOOLS

AVAILABILITY: EDUCATIONAL RESEARCH SERVICE, BOX 5, NEA BUILDING, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036 ($2.00, QUANTITY DISCOUNTS)

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

CA 3.10 GOALS AND OBJECTIVES

REPORT NUMBER ED122421

TITLE A ROUND TRIP TICKET FROM GOAL DEVELOPMENT OF BOARDROOM.

AUTHOR(S) PEPER, JOHN B.

NOTE 11 P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS (108TH, ATLANTIC CITY, NEW JERSEY, FEBRUARY 20-23, 1976)

PUB DATE FEB 76

ABSTRACT

THE SPEAKER COMMENTS ON A GOAL DEVELOPMENT PROCESS THAT HAS BEEN USED IN THE MILWAUKEE PUBLIC SCHOOLS FOR PLANNING AND IMPLEMENTING POLICY. IMPROVEMENT OF ATTENDANCE WAS THE GOAL SELECTED FOR USE IN ILLUSTRATING THE MODEL. (AUTHOR/IRT)

DESCRIPTORS

BOARD OF EDUCATION POLICY
EDUCATIONAL PLANNING
PROGRAM DESCRIPTIONS
EDUCATION OBJECTIVES
ELEMENTARY SECONDARY EDUCATION

IDENTIFIERS

WISCONSIN (MILWAUKEE)

EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE

CA 3.10 GOALS AND OBJECTIVES

REPORT NUMBER ED100038

TITLE A PLANNING MODEL FOR OPERATIONALIZING LONG-RANGE EDUCATIONAL OBJECTIVES.

SOURCE SOUTH CAROLINA STATE DEPT. OF EDUCATION, COLUMBIA. OFFICE OF PLANNING.

NOTE 42 P.; RELATED DOCUMENTS ARE EA 006 658-660

PUB DATE AUG 71

ABSTRACT

THIS DOCUMENT REPORTS ON THE EFFORTS OF THE SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION TO DEVELOP A COMPREHENSIVE EDUCATIONAL PLANNING CAPABILITY. AN ASSESSMENT MODEL AND A DYNAMIC MODEL WERE DEVELOPED TO HELP IN THE IDENTIFICATION OF EDUCATIONAL NEEDS AND IN THE EVALUATION OF PUBLIC EDUCATION IN THE STATE. THE ASSESSMENT MODEL RELATES INSTRUCTIONAL PROGRAM AREAS TO POPULATION, PROGRAM, AND STUDENT CHARACTERISTICS THROUGH THE USE OF AN EDUCATIONAL EVALUATION MATRIX. IN SEVERAL INSTRUCTIONAL AREAS, CRITERION MEASURES ARE COMPARED WITH STATUS MEASURES TO IDENTIFY DISCREPANCIES. ON THE BASIS OF THESE DISCREPANCIES, EDUCATIONAL NEEDS ARE ESTABLISHED. THE DYNAMIC MODEL IS A FRAMEWORK TO ASSESS AND DIRECT EDUCATIONAL CHANGE. AFTER A REVIEW OF ASSESSMENT STUDY RESULTS, THE DYNAMIC MODEL IS EMPLOYED TO GIVE PRIORITY RANKINGS TO IDENTIFIED NEES. THE DOCUMENT EXAMINES THE CHANNELS FOR DECISIONMAKING IN THEPLANNING PROCESS AND PRESENTS A FLOW CHART FOR DEVELOPING PROGRAM DOCUMENTS. MAJOR PARTICIPANTS IN THE PLANNING PROCESS INCLUDE THE STATE BOARD OF EDUCATION, THE STATE SUPERINTENDENT OF EDUCATION, THE SUTPERINTENDENT'S EXECUTIVE PLANNING COMMITTEE, AND THE OFFICE OF PLANNING. (AUTHOR/DN)

DESCRIPTORS

BOARD OF EDUCATION POLICY
EDUCATIONAL ACCOUNTABILITY
EDUCATIONAL NEEDS
EDUCATIONAL PLANNING
ELEMENTARY SECONDARY EDUCATION
MODELS
STATE DEPARTMENTS OF EDUCATION
STATEWIDE PLANNING
DECISION MAKING
EDUCATIONAL ASSESSMENT
EDUCATIONAL OBJECTIVES
EDUCATIONAL QUALITY
MANAGEMENT BY OBJECTIVES
STATE BOARDS OF EDUCATION
STATE PROGRAMS

IDENTIFIERS

SOUTH CAROLINA

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE

CA 3.10 GOALS AND OBJECTIVES

REPORT NUMBER ED025830

TITLE THE PARAMOUNT MIDDLE SCHOOL GOAL. CHAPTER 3, THE AMERICAN MIDDLE SCHOOL: AN ORGANIZATIONAL ANALYSIS.

AUTHOR(S) POPPER, SAMUEL H.

NOTE 36 P.

PUB DATE 67

ABSTRACT

ALTHOUGH COMPLEX ORGANIZATIONS PURSUE MORE THAN ONE GOAL, ONE GOAL CAN BE CONSIDERED PARAMOUNT. ADOPTED AS A RESULT OF ADMINISTRATIVE DISENCHANTMENT WITH THE CULTURAL RIGIDITIES OF THE 6-YEAR HIGH SCHOOL ORGANIZATION, THE MIDDLE SCHOOL WAS ESTABLISHED AS A SPECIAL UNIT FOR THE EDUCATION OF EARLY ADOLESCENTS IN A PROTECTIVE PSYCHOLOGICAL EVNIRONMENT WHICH NEITHER THE ELEMENTARY SCHOOL NOR THE HIGH SCHOOL COULD PROVIDE. THIS DIFFERENTIATED FUNCTION OF THE MIDDLE SCHOOL WAS QUICKLY ENDORSED BY THE EDUCATION PROFESSION. THE PARAMOUNT GOAL OF THE MIDDLE SCHOOL TODAY IS THE PSYCHOSOCIAL AND COGNITIVE DEVELOPMENT OF THE ADOLESCENT. THE PRIMACY OF THE PSYCHOSOCIAL COMPONENT IS THE MOST DIFFICULT CHALLENGE FOR MIDDLE SCHOOL ADMINISTRATION, REQUIRING THE PRINCIPAL TO HAVE A SHARP CONCEPTUAL PERSPECTIVE OF THE MIDDLE SCHOOL'S UNIQUE FUNCTION AND TO MAKE SURE THAT A FUNCTIONAL BALANCE OF INSTRUMENTAL AND EXPRESSIVE VALUES IS ATTAINED IN THE SCHOOL ENVIRONMENT. (HW)

DESCRIPTORS

ADMINISTRATOR ROLE
CULTURAL FACTORS
MIDDLE SCHOOLS
SCHOOL HOLDING POWER
SOCIAL FACTORS
ADOLESCENTS
EDUCATIONAL OBJECTIVES
SCHOOL ADMINISTRATION
SCHOOL ORGANIZATION

AVAILABILITY: BLAISDELL PUBLISHING CO., 275 WYMAN STREET, WALTHAM, MASSACHUSETTS 02154 (COMPLETE DOCUMENT, 378 PAGES, $8.75).

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

CA 3.10 GOALS AND OBJECTIVES

REPORT NUMBER ED064772

TITLE ADMINISTRATIVE APPRAISAL: A STEP TO IMPROVED LEADERSHIP.

AUTHOR(S) GREENE, ROBERT E.

SOURCE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, WASHINGTON, D.C.

NOTE 58 P.

PUB DATE 72

ABSTRACT

THIS REPORT ENCOURAGES GOAL AND STANDARD SETTING FOR ADMINISTRATORS AND ADMINISTRATOR PARTICIPATION IN THE APPRAISAL PROCESS. THE FIRST SECTION OUTLINES THE WEAKNESSES OF PRESENT EVALUATION SYSTEMS. THE SECOND SECTION, WHICH DEALS WITH A GOAL-ORIENTED SYSTEM, DISCUSSES THE PHILOSOPHY BEHIND THE SYSTEM, THE STANDARDS OF PERFORMANCE, AND THE DEVELOPMENT OF APPROPRIATE INSTRUMENTS FOR APPRAISAL. THE LAST SECTION POINTS UP THE IMPORTANCE OF THE SELF-APPRAISAL, THE MOTIVATION, AND THE INSERVICE TRAINING ASPECTS OF AN APPRAISAL SYSTEM. APPENDIXES PROVIDE SAMPLE APPRAISAL INSTRUMENTS. (JF)

DESCRIPTORS

ADMINISTRATOR EVALUATION
BOARDS OF EDUCATION
EVALUATION TECHNIQUES
MANAGEMENT SYSTEMS
PARTICIPANT SATISFACTION
PERFORMANCE SPECIFICATIONS
SCHOOL SUPERINTENDENTS
ADMINISTRATOR RESPONSIBILITY
EDUCATIONAL ACCOUNTABILITY
LEADERSHIP QUALITIES
OBJECTIVES
PARTICIPATION
PRINCIPALS
SELF EVALUATION

AVAILABILITY: THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036 ($2.00, QUANTITY DISCOUNTS)

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

CA 3.10 GOALS AND OBJECTIVES

REPORT NUMBER ED084663

TITLE SCHOOL BOARD POLICIES ON INSTRUCTIONAL GOALS.

SOURCE NATIONAL SCHOOL BOARDS ASSOCIATION, EVANSTON, ILL.

NOTE 31 P.

PUB DATE NOV 73

ABSTRACT

SCHOOL BOARDS, OFTEN PRODDED BY RECENTLY-ENACTED STATE ACCOUNTABILITY LAWS, HAVE BEEN INVOLVING THEMSELVES, THEIR STAFFS, THEIR PATRONS, AND THEIR STUDENTS IN A QUEST FOR CONSENSUS ABOUT EDUCATIONAL GOALS OF LOCAL SCHOOL SYSTEMS. A BOARD THAT DOES NOT GIVE PRIORITY TO THESE MATTERS RUNS THE RISK OF HAVING DIRECTIONS DETERMINED AT OTHER LEVELS. BOARDS WANTING TO MEET THEIR GOAL-SETTING RESPONSIBILITIES SHOULD CONSIDER THE FOLLOWING: 'GOALS' ARE GENERAL STATEMENTS OF WHAT OUGHT TO BE, RATHER THAN WHAT HAS TO BE; GOALS ARE, BY THEIR VERY NATURE, EXPRESSIONS OF POLICY; THE PROCESS OF IDENTIFYING AND REACHING CONSENSUS ON GOALS REQUIRES THE BROAD INVOLVEMENT OF STAFF MEMBERS, THE PUBLIC, AND STUDENTS; ATTAINABLE OBJECTIVES SHOULD BE SET CONSISTNET WITH THESE GOALS SO THAT SOME MEASURE OF PROGRESS TOWARDS THOSE GOALS CAN BE ATTAINED. (AUTHOR/WM)

DESCRIPTORS
ADMINISTRATOR GUIDES
BOARDS OF EDUCATION
EDUCATIONAL NEEDS
EDUCATIONAL PHILOSOPHY
INSTRUCTIONAL IMPROVEMENT
POLICY FORMATION
BOARD OF EDUCATION POLICY
EDUCATIONAL ACCOUNTABILITY
EDUCATIONAL OBJECTIVES
INFORMATION DISSEMINATION
LEADERSHIP RESPONSIBILITY
PUBLIC SCHOOL SYSTEMS

AVAILABILITY: NATIONAL SCHOOL BOARDS ASSOCIATION, STATE NATIONAL BANK PLAZA, EVANSTON, ILLINOIS 60201 (KIT #73-55, 1-3 KITS $2.00, QUANTITY DISCOUNTS)

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

CB 3.20 CODE OF ETHICS

REPORT NUMBER ED030699

TITLE EFFORTS TO DESEGREGATE AND DECENTRALIZE THE ADMINISTRATION OF A LARGE CITY SCHOOL SYSTEM.

AUTHOR(S) REDMOND, JAMES F.

NOTE 20 P.; ADDRESS PRESENTED AT A SPECIAL TRAINING INSTITUTE ON PROBLEMS OF SCHOOL DESEGREGATION (TEACHERS COLL., COLUMBIA UNIV., NEW YORK, N.Y., JULY 10-12, 1968)

PUB DATE NOV 68

ABSTRACT

THE SUPERINTENDENT OF SCHOOLS IN CHICAGO DISCUSSES CONCURRENT EFFORTS TO DESEGREGATE AND DECENTRALIZE THE CITY'S PUBLIC SCHOOL SYSTEMS. HE STRESSES THE FINANCIAL LIMITATIONS WHICH CRIPPLE EFFORTS TO AMELIORATE THE URBAN SCHOOL CRISIS. HE FEELS THAT EFFECTIVE DECENTRALIZATION DOES NOT NECESSITATE MULTIPLE LOCAL BOARDS OF EDUCATION, FOR THE CENTRAL BOARD CAN SET POLICY FOR THE ENTIRE CITY AND ACT AS 'WATCHDOG' OVER THOSE SERVICES WHICH CAN BE MORE EFFICIENTLY ADMINISTERED CENTRALLY. HOWEVER, DECENTRALIZATION IS NEEDED TO MAKE LARGE SCHOOL SYSTEMS MORE RESPONSIVE TO THEIR CLIENTELE. (NH)

DESCRIPTORS

BOARD OF EDUCATION POLICY
CENTRALIZATION
EDUCATIONAL FINANCE
SCHOOL ADMINISTRATION
SCHOOL SUPERINTENDENTS
BOARDS OF EDUCATION
DECENTRALIZATION
PUBLIC SCHOOL SYSTEMS
SCHOOL INTEGRATION
URBAN SCHOOLS

IDENTIFIERS

CHICAGO

EDRS PRICE MF-$0.74 HC-$1.50 PLUS POSTAGE

CB 3.20 CODE OF ETHICS also, BH 2.41

REPORT NUMBER EJ011208

TITLE NEA COMMITTEE ACTS ON ETHICS COMPLAINT

AUTHOR(S) FAULCONER, ESTELLE

PUB DATE 69 NOV

ABSTRACT

REPRINT OF AN NEA COMMITTEE ON PROFESSIONAL ETHICS DOCUMENT WHICH FOUND JIM CHERRY OF DE KALB COUNTY, GEORGIA, GUILTY OF VIOLATING THE CODE OF ETHICS OF THE EDUCATION PROFESSION AND ORDERED HIS EXPULSION FROM MEMBERSHIP IN THE NEA. (AUTHOR/JL)

DESCRIPTORS

ADMINISTRATOR EVALUATION
ETHICS
SCHOOL ADMINISTRATION
SUPERINTENDENTS
ETHICAL VALUES
PROFESSIONAL ASSOCIATIONS
STANDARDS
TEACHERS ASSOCIATIONS

IDENTIFIERS

NATIONAL EDUCATION ASSOCIATION
NEA

CITATION TODAYS EDUC; 58; 8; 34-35, 79

CBC 3.203 RESPONSIBILITY ACCEPTANCE also, IDDF 9.408 and IDDFA 9.409

REPORT NUMBER ED064416

TITLE ADMINISTRATION OF ELEMENTARY SCHOOL PROGRAMS FOR DISADVANTAGED CHILDREN. DISADVANTAGED CHILDREN SERIES, NUMBER 4.

AUTHOR(S) MACKINTOSH, HELEN K.; AND OTHERS

SOURCE OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

NOTE 48 P.

PUB DATE 66

ABSTRACT

THIS BROCHURE IS DESIGNED FOR ELEMENTARY SCHOOL ADMINISTRATORS, AND REPORTS SOME OF THE ADMINISTRATIVE PROBLEMS AND RESPONSIBILITIES INVOLVED IN THE OPERATION OF PROGRAMS FOCUSED ON THE DISADVANTAGED, BRIEFLY POINTS UP THE NATURE AND EXTENT OF THE ELEMENTARY SCHOOL PROBLEM, AND SUMMARIZES THE EFFORTS OF SCHOOL SYSTEMS TO COPE WITH IT. THE BROCHURE LISTS THE SCOPE OF PROVISIONS IN 16 (BALTIMORE, BOSTON, CHICAGO, CINCINNATI, CLEVELAND, DETROIT, DENVER, LOS ANGELES, NEW HAVEN, NEW YORK, OAKLAND, PHILADELPHIA, PITTSBURGH, SAN DIEGO, SAN FRANCISCO, AND WASHINGTON, D.C.) OUT OF THE 23 CITIES VISITED BY THE STAFF OF THE ELEMENTARY SCHOOL SECTION OF THE OFFICE OF EDUCATION IN THE SPRING OF 1964. A SELECT BIBLIOGRAPHY ON THE EDUCATION OF THE DISADVANTAGED CHILD IS ALSO INCLUDED. (RJ)

DESCRIPTORS
ADMINISTRATIVE PROBLEMS
ADMINISTRATOR RESPONSIBILITY
CURRICULUM
ELEMENTARY SCHOOLS
PARENT SCHOOL RELATIONSHIP
PROGRAM DEVELOPMENT
SCHOOL ADMINISTRATION
SCHOOL ORGANIZATION
TEACHER IMPROVEMENT
ADMINISTRATOR GUIDES
ADMINISTRATOR ROLE
EDUCATIONALLY DISADVANTAGED
MEASURMENT GOALS
PROGRAM ADMINISTRATION
PROGRAM EVALUATION
SCHOOL COMMUNITY RELATIONSHIP
TEACHER ADMINISTRATOR RELATIONSHIP

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 ($0.20)

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CBE 3.205 ETHICAL APPLICATION

REPORT NUMBER ED051132

TITLE PROTECTING THE PROFESSION'S INTEREST IN ETHICAL CONDUCT.

SOURCE NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D.C. COMMITTEE ON PROFESSIONAL ETHICS.

NOTE 66 P.

PUB DATE 70

ABSTRACT

THIS PUBLICATION SEEKS TO PROVIDE REASONABLE AND PRACTICAL ANSWERS TO BASIC QUESTIONS OF PROFESSIONAL ETHICS AND IS INTENDED TO HELP THE READER TO UNDERSTAND THE SOMETIMES OVERLAPPING ORGANIZATIONAL RELATIONSHIPS AND TO PALN AN ORDERLY COURSE OF ACTION. THE FOUR CHAPTERS COVER THE FOLLOWING TOPICS: 1) ETHICAL PROBLEMS IN TEACHING, DEFINING PROFESSIONAL ETHICS, IMPLEMENTING THE CODE, AND PURPOSE AND SCOPE OF THE PUBLICATION; 2) IDENTIFYING PROBLEMS AND EXAMINING SOLUTIONS, CODE STANDARDS RELATED TO EMPLOYMENT CONDITIONS, ADMINISTRATIVE COERCION OF TEACHERS, THE LOCAL ASSOCIATION, CODE STANDARDS RELATED TO MATTERS OF LAW, INACTIVITY OF THE PROFESSION, LACK OF IMPARTIALITY IN LOCAL ASSOCIATIONS, AND DEALING WITH MINOR INFRACTIONS; 3) PROFESSIONAL PROCESSING OF ETHICS COMPLAINTS, EXERCISE OF INITIATIVE, ROLE OF THE LOCAL ASSOCIATION, AND ROLE OF THE STATE ASSOCIATION; AND 4) ROLE OF THE LOCAL ASSOCIATION IN SCHOOL DISTRICT COMPLAINT PROCESSING, BOARD AUTHORITY TO DISCIPLINE, INSTITUTIONAL CAPABILITIES OF BOARD, PROBLEMS OF LAY CONTROL, ADVANTAGES OF JOINT DETERMINATION, DEVICES FOR INFLUENCING EMPLOYERS, AND USING THE GRIEVANCE PROCEDURE. APPENDIXES INCLUDE THE CODE OF ETHICS OF THE EDUCATION PROFESSION, PROPOSED BYLAW LANGUAGE FOR LOCAL ASSOCIATIONS, A CONDITION OF MEMBERSHIP, A PROPOSED CLAUSE CONFERRING RECIPROCITY IN DISCIPLINARY ACTS, AND SOURCES OF APPEAL. (MBM)

DESCRIPTORS
BOARDS OF EDUCATION
ETHICS
PROFESSIONAL ASSOCIATIONS
TEACHER ASSOCIATIONS
EMPLOYER EMPLOYEE RELATIONSHIP
NEGOTIATION AGREEMENTS
STANDARDS

AVAILABILITY: PUBLICATIONS - SALES SECTION, 1201 16TH STREET, N.W., WASHINGTON, D.C. 20036 (STOCK NO. 201-06058; SINGLE COPIES FREE)

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CBI 3.209 ACCOUNTABILITY

REPORT NUMBER EJ067543

TITLE ACCOUNTABILITY: TO WHOM, FOR WHAT, BY WHAT MEANS?

AUTHOR(S) HENRY, DAVID D.

PUB DATE F 72

ABSTRACT

ADDRESSES THE QUESTION OF WHETHER IT IS POSSIBLE FOR HIGHER EDUCATION TO MAINTAIN INSTUITUTIONAL AUTONOMY AND ACADEMIC FREEDOM AND AT THE SAME TIME BE ACCOUNTABLE FOR INTERNAL WORKINGS. (HS)

DESCRIPTORS

ACADEMIC FREEDOM
EDUCATIONAL ADMINISTRATION
HIGHER EDUCATION
SCHOOL ADMINISTRATION
EDUCATIONAL ACCOUNTABILITY
EDUCATIONAL FINANCE
MANAGEMENT

CITATION EDUCATIONAL RECORD; 53; 4; 287-292

CBI 3.209 ACCOUNTABILITY

REPORT NUMBER EJ058441

TITLE ALTERNATIVES TO ACCOUNTABILITY: STOOL PIGEON VS. SERVANT & SOULMATE

AUTHOR(S) O'REILLY, ROBERT P.; GORTH, WILLIAM P.

PUB DATE APR 72

ABSTRACT

EDUCATIONAL ACCOUNTABILITY IS STILL AN ABSTRACT CONCEPT THAT NEEDS TO BE TRANSLATED INTO OPERATIONAL TERMS FOR UTILITY. (RA)

DESCRIPTORS

DECISION MAKING
EDUCATIONAL CHANGE
PLANNING
EDUCATIONAL ACCOUNTABILITY
MANAGEMENT INFORMATION SYSTEMS
SCHOOL ADMINISTRATION

CITATION PLANNING AND CHANGING; 3; 1; 13-24

CBI 3.209 ACCOUNTABILITY

REPORT NUMBER EJ137025

TITLE SCHOOLS CAN MAKE A DIFFERENCE

AUTHOR(S) GOODLAD, JOHN I.

PUB DATE NOV 75

DESCRIPTORS
- SCHOOL ROLE
- EDUCATIONAL ACCOUNTABILITY
- EDUCATIONAL RESEARCH
- TEACHER ASSOCIATIONS
- INSTITUTIONAL RESEARCH
- EDUCATIONAL OBJECTIVES
- EDUCATIONAL QUALITY
- SCHOOL ENVIRONMENT
- INSTITUTIONAL ROLE
- TEACHER MORALE
- SCHOOL ADMINISTRATION

CITATION EDUCATIONAL LEADERSHIP; 33; 2; 108-17

CBI 3.209 ACCOUNTABILITY

REPORT NUMBER EJ130119

TITLE THE ACCOUNTABILITY CONFIDENCE GAME AND HOW IT IS PLAYED

AUTHOR(S) MURRAY, JERRY P.

PUB DATE DEC 75

ABSTRACT

IDENTIFIES PRACTICES BEING INCORPORATED IN SCHOOLS UNDER THE GUISE OF INCREASING ACCOUNTABILITY. (CP)

DESCRIPTORS
- ACHIEVEMENT
- INDIVIDUALIZED INSTRUCTION
- TECHNOLOGICAL ADVANCEMENT
- LEARNING
- TEACHING METHODS
- EDUCATIONAL ACCOUNTABILITY
- SCHOOL ADMINISTRATION
- EVALUATION CRITERIA
- EVALUATION CRITERIA

CITATION SCHOOL SCIENCE AND MATHEMATICS; 75; 8; 667-672

CBI 3.209 ACCOUNTABILITY also, BD 2.40

REPORT NUMBER EJ034338

TITLE DEMANDS FOR 'ACCOUNTABILITY' MAY LEAD TO BETTER-WRITTEN SCHOOL BOARD POLICIES

AUTHOR(S) DICKINSON, WILLIAM E.

PUB DATE 70

DESCRIPTORS

BOARD OF EDUCATION POLICY	EDUCATIONAL ACCOUNTABILITY
PERFORMANCE CONTRACTS	POLICY FORMATION

CBI 3.209 ACCOUNTABILITY

REPORT NUMBER EJ054042

TITLE HEURISTICS FOR PLANNED ACCOUNTABILITY

AUTHOR(S) JUDD, ROBERT C.

PUB DATE DEC 71

ABSTRACT

SUGGESTS ACHIEVING ACCOUNTABILITY BY UTILIZING A PLANNING CALENDAR USING WEEKS WITHIN WHICH THE CHRISTMAS AND NEW YEAR'S DAY HOLIDAYS FALL AS THE CONTROLLING TIME PERIOD. (AUTHOR)

DESCRIPTORS

EDUCATIONAL ACCOUNTABILITY	EDUCATIONAL PLANNING
SCHOOL CALENDARS	

CITATION EDUCATION TOMORROW; 1; 2; 50-69

CBI 3.209 ACCOUNTABILITY

REPORT NUMBER ED085855

TITLE ACCOUNTABILITY; THE FIRST PRIORITY IN EDUCATION. A REPORT OF THE SELECT SCHOOL PRACTICES EFFICIENCY COMMITTEE TO THE 1971 LEGISLATURE.

SOURCE KANSAS STATE LEGISLATURE, TOPEKA.

NOTE 82 P.

PUB DATE JAN 71

ABSTRACT

IN CONDUCTING ITS STUDY OF THE EFFICIENCY AND ECONOMIC POLICIES OF PUBLIC ELEMENTARY AND SECONDARY SCHOOLS IN KANSAS, THE COMMITTEE PLACED EMPHASIS ON (1) THE OPTIMUM NUMBER OF ADMINISTRATIVE PERSONNEL IN THE SCHOOL DISTRICTS COMPARED WITH THE NUMBER ACTUALLY EMPLOYED; (2) TEACHER ASSIGNMENTS FOR CLASSROOM INSTRUCTION AND THE EXTENT OF TEACHERS' ADMINISTRATIVE AND NONPROFESSIONAL DUTIES, TO SUGGEST THE BEST APPLICATION OF TEACHERS' TIME AS COMPARED WITH EXISTING PRACTICES; (3) BUDGET PRACTICES THAT MIGHT BE IMPROVED; (4) OPERATION OF TRANSPORTATION PROGRAMS, COMPARING PURCHASE AND LEASE OF BUSES, EFFICIENCY OF ROUTING, EXTRACURRICULAR USE OF BUSES, METHODS OF ACCOUNTING FOR TRANSPORTATION EXPENSES AND SOURCES OF PAYMENT THEREOF; AND (5) METHODS AND PROCEDURES OF SCHOOL ACCREDITATION AND TEACHER CERTIFICATION AND EFFECTS THEREOF. THE REPORT EXAMINES THESE AREAS AND PROVIDES RECOMMENDATIONS. TEXTS OF PROPOSED LEGISLATION TO IMPLEMENT SOME OF THESE RECOMMENDATIONS ARE ALSO PROVIDED IN THE APPENDIXES. (AUTHOR/JF)

DESCRIPTORS

ACCREDITATION (INSTITUTIONS)
ADMINISTRATIVE PERSONNEL
CERTIFICATION
EDUCATIONAL ACCOUNTABILITY
ELEMENTARY SCHOOLS
PERSONNEL POLICY
SECONDARY SCHOOLS
STATE LEGISLATION
ADMINISTRATIVE ORGANIZATION
BUDGETING
CLOSED CIRCUIT TELEVISION
EFFICIENCY
MANAGEMENT
REGIONAL COOPERATION
STAFF UTILIZATION
STUDENT TRANSPORTATION

IDENTIFIERS

KANSAS

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CBJ 3.210 OVERVIEW OF STANDARDS also, GBI 7.611

REPORT NUMBER ED002897

TITLE THE ORGANIZATIONAL CLIMATE OF SCHOOLS.

AUTHOR(S) CROFT, DON B.; HALPIN, ANDREW W.

SOURCE UTAH UNIV., SALT LAKE CITY.; WASHINGTON UNIV., ST. LOUIS, MO.

NOTE 199 P.

PUB DATE JUL 62

ABSTRACT

A COMPREHENSIVE QUESTIONNAIRE WAS DEVELOPED, ANALYZED, AND TESTED TO BE USED FOR PORTRYAING THE 'ORGANIZATIONAL CLIMATE' OF AN ELEMENTARY SCHOOL. IT WAS STATED FIGURATIVELY THAT PERSONALITY IS TO THE INDIVIDUAL AS 'CLIMATE' IS TO THE ORGANIZATION. OVER 70 ELEMENTARY SCHOOLS WERE CHOSEN FROM VARIOUS REGIONS OF THE UNITED STATES TO REPRESENT THE PROJECT SAMPLE. THE QUESTIONNAIRE WAS ADMINISTERED TO THE FACULTY OF EACH SCHOOL IN 30-MINUTE GROUP SESSIONS. QUESTIONNAIRE ITEMS WERE ASSIGNED TO EIGHT SUBJECTS WHICH WERE DELINEATED BY FACTOR-ANALYTIC METHODS. THE FIRST FOUR PERTAINED PRIMARILY TO THE CHARACTERISTICS OF THE FACULTY GROUPS--(1) DISENGAGEMENT, (2) HINDRANCE, (3) ESPRIT, AND (4) INTIMACY. THE OTHER FOUR CHARACTERIZED THE SCHOOL PRINCIPALS AS LEADERS--(1) ALOOFNESS, (2) PRODUCTION EMPHASIS, (3) THRUST, AND (4) CONSIDERATION. THE RESULTS OF THE QUESTINNAIRE WERE ANALYZED, AND IT WAS FOUND THAT SIX SPECIFIC ORGANIZATIONAL CLIMATES COULD BE IDENTIFIED, RANKED ON A CONTINUUM DEFINED AT ONE END AS OPEN, AT THE OTHER, AS CLOSED. THE SUBJECT SCHOOLS WERE CLASSIFIED WITHIN THE SIX CLIMATES BECAUSE THE PROJECT WAS A FEASIBILITY STUDY BY NATURE, IMPLICATIONS WERE PROVIDED AND NINE TYPES OF ADDITIONAL RESEARCH STUDIES WERE PROPOSED TO SUBSTANTIATE THOROUGHLY THE USE OF THIS QUESTIONNAIRE TECHNIQUE WITHIN THE REALM OF BEHAVIORAL SCIENCE. (JH)

DESCRIPTORS
BEHAVIORAL SCIENCE RESEARCH
FACULTY EVALUATION
GROUP TESTS
PRINCIPALS
REGIONAL PROGRAMS
SCHOOL ORGANIZATION
ELEMENTARY SCHOOLS
GROUP STRUCTURE
ORGANIZATIONS (GROUPS)
QUESTIONNAIRES
SCHOOL ADMINISTRATION
SCHOOL ORIENTATION

IDENTIFIERS
MISSOURI
ST. LOUIS
SALT LAKE CITY
UTAH

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CBJ 3.210 OVERVIEW OF STANDARDS

REPORT NUMBER ED110470

TITLE PROJECT PRIMES (PROGRESS RESEARCH IN MEETING ELEMENTARY STANDARDS) ESEA TITLE III INSTRUMENT TO EVALUATE STANDARDS I AND II OF THE MINIMUM STANDARDS FOR OHIO ELEMENTARY SCHOOLS: STATUTORY REQUIREMENTS ORGANIZATION AND ADMINISTRATION.

AUTHOR(S) MARTIN, CECIL

SOURCE COLUMBUS PUBLIC SCHOOLS, OHIO. DEPT. OF EVALUATION, RESEARCH, AND PLANNING.

NOTE 21 P.; FOR RELATED DOCUMENTS, SEE TM 004 742, 743, 744 AND &$%

PUB DATE MAY 74

ABSTRACT

THE PROJECT PRIMES (PROGRESS RESEARCH IN MEETING ELEMENTARY STANDARDS) SYSTEM EXAMINES ELEMENTARY SCHOOLS IN LIGHT OF MINIMUM STANDARDS SET BY THE OHIO STATE DEPARTMENT OF EDUCATION. THIS EVALUATION INSTRUMENT IS DIVIDED INTO THE FOLLOWING FIVE SECTIONS: (1) POLICIES AND PROCEDURES, (2) SCHOOL RECORDS AND REPORTS, (3) INSTRUCTION, (4) STATEMENTS OF PHILOSOPHY AND OBJECTIVES, AND (5) STATUTORY REQUIREMENTS. RESPONDENTS INDICATE THE DEGREE TO WHICH A STATED CONDITION EXISTS IN THE SCHOOLS AND TO WHAT DEGREE THEY THINK THAT CONDITION SHOULD EXIST. ALSO INCLUDED ARE A TEACHER QUESTIONNAIRE AND A PARENT REACTION FORM. (RC)

DESCRIPTORS

CURRICULUM EVALUATION
ELEMENTARY SCHOOLS
QUESTIONNAIRES
SCHOOL LAW
STATE STANDARDS
ELEMENTARY EDUCATION
PARENT ATTITUDES
SCHOOL ADMINISTRATION
SCHOOL ORGANIZATION
TEACHER ATTITUDES

IDENTIFIERS

ELEMENTARY SECONDARY EDUCATION ACT
OHIO
ESEA TITLE III
PROJECT PRIMES

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

CE 3.40 SCHOOL SUPERINTENDENT

REPORT NUMBER EJ044764

TITLE INFORMATION IN EACH OPERATIONAL AREA FOR IMPORTANT DECISIONS OF SCHOOL SUPERINTENDENTS: A SUMMARY

AUTHOR(S) CORMIER, ROGER A.

PUB DATE 71

ABSTRACT

A STUDY TO DETERMINE THE INFORMATION REQUIRED BY SUPERINTENDENTS FOR DECISIONMAKING IN EDUCATIONAL ADMINISTRATION. (RA)

DESCRIPTORS

DECISION MAKING
INFORMATION NEEDS
INFORMATION SYSTEMS
EDUCATIONAL ADMINISTRATION
INFORMATION PROCESSING
SCHOOL SUPERINTENDENTS

CITATION JOURNAL OF EDUCATIONAL DATA PROCESSING; 8; 2-3; 30-32

CE 3.40 SCHOOL SUPERINTENDENT

REPORT NUMBER EJ044585

TITLE A STATE SUPERINTENDENT TEACHERS FIRST GRADE

AUTHOR(S) PARNELL, DALE

PUB DATE OCT 71

DESCRIPTORS

ELEMENTARY SCHOOL TEACHERS
SCHOOL SUPERINTENDENTS
GRADE 1

CITATION TODAY'S EDUCATION; 60; 7; 29-30

CE 3.40 SCHOOL SUPERINTENDENT

REPORT NUMBER EJ080138

TITLE THE BLACK SUPERINTENDENT

AUTHOR(S) MOODY, CHARLES D.

PUB DATE MAY 73

ABSTRACT

EXPERIENCES SUGGEST THAT BLACK SUPERINTENDENTS ARE NOT APPOINTED IN DISTRICTS WHICH PROVIDE THEM WITH THE TIME AND RESOURCES TO DEVELOP CREATIVE EDUCATIONAL PROGRAMS RELEVANT TO THEIR SCHOOL COMMUNITY. (AUTHOR/CB)

DESCRIPTORS

SCHOOL SUPERINTENDENTS
EQUAL OPPORTUNITIES (JOBS)
BOARDS OF EDUCATION
NEGROES
SUPERINTENDENT ROLE
SURVEYS

CITATION SCHOOL REVIEW; 81; 3; 375-82

CE 3.40 SCHOOL SUPERINTENDENT

REPORT NUMBER EJ044885

TITLE CURRENT PROBLEMS OF THE SCHOOL SUPERINTENDENT

AUTHOR(S) NORTON, M. SCOTT

PUB DATE SEP 71

DESCRIPTORS

ADMINISTRATIVE PROBLEMS
SCHOOL SUPERINTENDENTS
QUESTIONNAIRES

CITAION CLEARING HOUSE; 46; 1; 15-9

CE 3.40 SCHOOL SUPERINTENDENT

REPORT NUMBER EJ061348

TITLE INTERVIEW WITH A NEW SUPERINTENDENT

AUTHOR(S) ANDERSON, B. ROBERT

PUB DATE AUG 72

DESCRIPTORS
ADMINISTRATIVE POLICY
CURRICULUM DEVELOPMENT
EDUCATIONAL ADMINISTRATION
EDUCATIONAL FINANCE
PAROCHIAL SCHOOLS
SCHOOL SUPERINTENDENTS
STATE FEDERAL AID
TRADE AND INDUSTRIAL EDUCATION

IDENTIFIERS
PHILADELPHIA

CITATION SCHOOL MANAGEMENT; 16; 8; 18-21

CE 3.40 SCHOOL SUPERINTENDENT

REPORT NUMBER EJ065830

TITLE A DIFFERENT KIND OF APPLE POLISHING PAYS OFF

AUTHOR(S) WOLIN, ROBERT B.

PUB DATE NOV 72

ABSTRACT

A BIOGRAPHICAL SKETCH OF DR. LESTER E. ROUNDS, SUPERINTENDENT OF RAMAPO CENTRAL SCHOOL DISTRICT, SUFFREN, NEW YORK. THE ARTICLE DESCRIBES THE UNORTHODOX METHODS AND THE HUMANIZED APPROACH DR. ROUNDS USES IN HIS JOB. (DN)

DESCRIPTORS
ADMINISTRATOR BACKGROUND
ADMINISTRATOR CHARACTERISTICS
ADMINISTRATOR ROLE
COMMUNITY SUPPORT
HUMAN RELATIONS
SCHOOL SUPERINTENDENTS
SUPERINTENDENT ROLE

IDENTIFIERS
NEW YORK
RAMAPO CENTRAL SCHOOL DISTRICT 1

CITATION SCHOOL MANAGEMENT; 16; 11; 23-25

CE 3.40 SCHOOL SUPERINTENDENT

REPORT NUMBER EJ048995

TITLE A SUPERINTENDENT'S VIEW OF A COMPUTER SYSTEM

AUTHOR(S) BALL, ARZELL L.

PUB DATE DEC 71

ABSTRACT

QUALITY EDUCATION AND EFFICIENT ADMINISTRATION ARE GOALS OF A DISTRICTWIDE SYSTEM OF COMPUTER USAGE. (AUTHOR)

DESCRIPTORS

ADMINISTRATOR ROLE
COMPUTER ORIENTED PROGRAMS
LIBRARY AUTOMATION
SCHOOL SUPERINTENDENTS
COMPUTER ASSISTED INSTRUCTION
EDUCATIONAL QUALITY
SCHOOL DISTRICTS

CITATION SCHOOL MANAGEMENT; 15; 12; 12-14

CE 3.40 SCHOOL SUPERINTENDENT

REPORT NUMBER EJ060106

TITLE SUPERINTENDENT JULIA RICHMAN: A SOCIAL PROGRESSIVE IN THE PUBLIC SCHOOLS

AUTHOR(S) BERROL, SELMA C.

PUB DATE MAY 72

ABSTRACT

DESCRIBES THE PROLEMS IN NEW YORK CITY'S SCHOOLS DURING THE PERIOD FROM 1898 TO 1914 AND SUPERINTENDENT JULIA RICHMAN'S INNOVATIVE APPROACHES TO SOLUTIONS. (MB)

DESCRIPTORS

BIOGRAPHIES
EDUCATIONAL HISTORY
MINORITY GROUPS
SCHOOL SUPERINTENDENTS
EDUCATIONAL EXPERIMENTS
LOW INCOME GROUPS
PUBLIC SCHOOLS

IDENTIFIERS

NEW YORK CITY
RICHMAN (JULIA)

CITATION ELEMENTARY SCHOOL JOURNAL; 72; 8; 402-11

CE 3.40 SCHOOL SUPERINTENDENT

REPORT NUMBER EJ004186

TITLE A BLACK SUPERINTENDENT TALKS ABOUT BEING A BLACK SUPERINTENDENT

AUTHOR(S) FORT, EDWARD B.

PUB DATE 69 MAY

DESCRIPTORS

NEGRO ATTITUDES
NEGRO LEADERSHIP
SCHOOL SUPERINTENDENTS
NEGROES
RACISM
SUPERINTENDENT ROLE

CITATION SCH MGMT; 13; 5; 102-107

CE 3.40 SCHOOL SUPERINTENDENT

REPORT NUMBER EJ008561

TITLE THE BIG-CITY SUPERINTENDENT

AUTHOR(S) ENGLEMAN, FINIS E.

PUB DATE 69 OCT

ABSTRACT

CONDENSED FROM 'THE SCHOOL ADMINISTRATOR', (SUMMER 19690, 11-12

DESCRIPTORS

ADMINISTRATOR ROLE
LEADERSHIP
SCHOOL SUPERINTENDENTS
EDUCATIONAL PROBLEMS
SCHOOL ADMINISTRATION
URBAN SCHOOLS

CITATION EDUC DIG; 35; 2; 20-21

CE 3.40 SCHOOL SUPERINTENDENT

REPORT NUMBER EJ012787

TITLE MANAGERS OF INFLUENCE: SUPERINTENDENTS AND THE PUBLIC SCHOOLS

AUTHOR(S) SVENSON, ARTHUR L.; BRYSON, JOSEPH E.

PUB DATE 69 NOV

ABSTRACT

SCHOOL SUPERINTENDENTS ARE UNDER PRESSURE TO PROVIDE SYSTEMS OF EDUCATION THAT ARE INCLUSIVE AND THAT TRANSLATE NEW SCIENTIFIC AND TECHNICAL INFORMATION INTO PROGRAMS OF STUDY, FUTURE SUPERINTENDENTS WILL FUNCTION AS SOME OF THE MOST POWERFUL DECISION MAKERS IN OUR SOCIETY. (CK)

DESCRIPTORS

ADMINISTRATOR RESPONSIBILITY
EDUCATIONAL NEEDS
SCHOOL SUPERINTENDENTS

CITATION EDUC FORUM; 34; 1; 81-6

CE 3.40 SCHOOL SUPERINTENDENT

REPORT NUMBER EJ013745

TITLE THE SCHOOL SUPERINTENDENT AS PHILOSOPHER

AUTHOR(S) BENNION, JOHN W.

PUB DATE 70 JAN

DESCRIPTORS

ADMINISTRATOR RESPONSIBILITY
EDUCATIONAL PHILOSOPHY
SCHOOL SUPERINTENDENTS

IDENTIFIERS

HARRIS (WILLIAM T.)
PAYNE (WILLIAM H.)

CITATION SCH SOC; 98; 2322; 25-7

CE 3.40 SCHOOL SUPERINTENDENT also, CEE 3.406

REPORT NUMBER EJ039789

TITLE THE SUPERINTENDENT: WHAT MAKES HIM WHAT HE IS

AUTHOR(S) GREGG, RUSSELL T.; KNEZEVICH, STEPHEN J.

PUB DATE JUN 71

ABSTRACT

REPORTS ON A NATIONAL SURVEY THAT GIVES A PORTRAIT OF THE AMERICAN SCHOOL SUPERINTENDENT--THE KIND OF EDUCATION HE BRINGS TO THE JOB TODAY, THE EXPERIENCE HE HAS HAD, THE SALARY HE IS EARNING, AND THE OBSTACLES HE SEES TO THE PERFORMANCE OF HIS DUTIES. (AUTHOR)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
SCHOOL DISTRICTS
SUPERINTENDENT ROLE
NATIONAL SURVEYS
SCHOOL SUPERINTENDENTS

CITATION AMERICAN SCHOOL BOARD JOURNAL; 158; 12; 12-17

CE 3.40 SCHOOL SUPERINTENDENT

REPORT NUMBER EJ012527

TITLE HOW SUPERINTENDENTS SEE THEMSELVES

AUTHOR(S) HUFF, RUSSELL J.

PUB DATE 69 NOV

DESCRIPTORS

ADMINISTRATIVE PROBLEMS
ADMINISTRATOR ROLE
QUESTIONNAIRES
SELF EVALUATION
TEACHER ADMINISTRATOR RELATIONSHIP
ADMINISTRATOR ATTITUDES
BOARD ADMINISTRATOR RELATIONSHIP
SCHOOL SUPERINTENDENTS
SURVEYS

CITATION NAT SCH; 84; 5; 35-39, 104

CE 3.40 SCHOOL SUPERINTENDENT

REPORT NUMBER EJ134528

TITLE HOW TO SELL YOURSELF TO A SCHOOL BOARD--AND END UP ITS SUPERINTENDENT OF SCHOOLS

AUTHOR(S) HARRISON, CHARLES H.

PUB DATE APR 76

DESCRIPTORS
SCHOOL SUPERINTENDENTS
JOB APPLICATION
ELEMENTARY SECONDARY EDUCATION
JOB APPLICANTS
EMPLOYMENT INTERVIEWS

CITATION AMERICAN SCHOOL BOARD JOURNAL; 163; 4; 37-40

CE 3.40 SCHOOL SUPERINTENDENT

REPORT NUMBER EJ012805

TITLE OUT TO BAG A SUPERINTENDENT? HERE'S THE METHOD TULSA USED TO BRING HOME A WINNER

AUTHOR(S) DOWLER, C. X.

PUB DATE 70 JAN

ABSTRACT
DESCRIBES A COMPREHENSIVE PLAN OF PROCEDURE FOR THE SELECTION OF A SCHOOL SUPERINTENDENT. (MF)

DESCRIPTORS
ADMINISTRATOR BACKGROUND
ADMINISTRATOR SELECTION
COORDINATORS
EDUCATIONAL EXPERIENCE
ADMINISTRATOR QUALIFICATIONS
COMMUNICATION SKILLS
EDUCATIONAL ADMINISTRATION
SCHOOL SUPERINTENDENTS

CITATION AMER SCH BOARD J; 157; 7; 29-31

CE 3.40 SCHOOL SUPERINTENDENT

REPORT NUMBER EJ043505

TITLE HOW TO KEEP A RESOLUTION THAT IS USUALLY BROKEN

AUTHOR(S) KOLZE, RICHARD C.

PUB DATE SEP 71

ABSTRACT

A SCHOOL SUPERINTENDENT HOLDS REVOLVING STAFF MEETINGS AT DIFFERENT HIGH SCHOOLS IN HIS DISTRICT TO AID TEACHER-ADMINISTRATOR COMMUNICATION. (MF)

DESCRIPTORS

FEEDBACK
PRINCIPALS
STAFF MEETINGS
HIGH SCHOOLS
SCHOOL SUPERINTENDENTS
TEACHER ADMINISTRATOR RELATIONSHIP

CITATION SCHOOL MANAGEMENT; 15; 9; 30, 32

CE 3.40 SCHOOL SUPERINTENDENT

REPORT NUMBER ED022245

TITLE SELECTING A SCHOOL SUPERINTENDENT. REVISED 1968.

SOURCE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, WASHINGTON, D.C.; NATIONAL SCHOOL BOARDS ASSOCIATION, EVANSTON, ILL.

NOTE 30 P.

PUB DATE 68

ABSTRACT

THE PRIMARY QUALIFICATIONS OF A SCHOOL SUPERINTENDENT ARE REVIEWED AS A GUIDE TO BOARDS OF EDUCATION IN THE SELECTION OF A NEW ADMINISTRATOR. TOPICS DISCUSSED INCLUDE THE CHARACTERISTICS OF A GOOD SUPERINTENDENT, HIS RESPONSIBILITIES, HIS RELATIONSHIPS WITH THE SCHOOL SYSTEM AND THE SCHOOL BOARD, PROCEDURES FOR HIS SELECTION (I.E., ANNOUNCEMENT OF VACANCY, EXAMINATION OF LOCAL CANDIDATES, INFORMING THE COMMUNITY), EXPECTATIONS OF THE BOARD AND THE SUPERINTENDENT, AND A SAMPLE SUPERINTENDENT'S CONTRACT. (JK)

DESCRIPTORS

ADMINISTRATOR CHARACTERISTICS
ADMINISTRATOR SELECTION
BOARDS OF EDUCATION
SCHOOL SUPERINTENDENTS
ADMINISTRATOR QUALIFICATIONS
BOARD ADMINISTRATOR RELATIONSHIP
CONTRACTS

AVAILABILITY: AMERICAN ASSOCAITION OF SCHCOL ADMINISTRATORS, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036 (STOCK NUMBER 021-00684, $1.00).

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

CE 3.40 SCHOOL SUPERINTENDENT

REPORT NUMBER ED033438

TITLE CAREER SPONSORSHIP IN THE SCHOOL SUPERINTENDENCY. A PROJECT REPORT.

AUTHOR(S) ROSE, ROBERT LOUIS

SOURCE OREGON UNIV., EUGENE. CENTER FOR ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION

NOTE 151 P.

PUB DATE JUN 69

ABSTRACT

THIS STUDY EXAMINES THE PRACTICE OF SPONSORSHIP IN THE SELECTION PROCESS OF PUBLIC SCHOOL SUPERINTENDENTS. THIS ACTIVE INTERVENTION FACILITATES THE DISTRIBUTION OF INFORMATION CONCERNING VACANCIES AND BRINGS SELECTED INDIVIDUALS TO THE ATTENTION OF APPROPRIATE AGENCIES. THE DATA USED ARE RELEVANT LITERATURE AND SEMISTRUCTURED TAPE-RECORDED INTERVIEWS WITH 17 SPONSORS AND 4 SPONSOREES. SPONSORSHIP AS A FOCUS FOR ANALYSIS RAISES FOUR QUESTIONS RELATED TO THE CAREER OF THE PUBLIC SCHOOL SUPERINTENDENT: (1) WHO ARE THE PERSONS WHO PROVIDE THE CAREER INTERVENTION? (2) WHO ARE THE SELECTED INDIVIDUALS RECEIVING THE CAREER SUPPORT OF A SPONSOR? (3) WHAT KIND OF INTERVENTION IS INVOLVED? AND (4) WHAT ARE THE RESULTS OF THIS INTERVENTION? SPONSORS, SPONSOREES, AND THE CONSEQUENCES OF SPONSORSHIP IN THE AREA OF EDUCATIONAL ADMINISTRATION ARE EXAMINED. (MF)

DESCRIPTORS

ADMINISTRATOR QUALIFICATIONS
CAREERS
EMPLOYMENT OPPORTUNITIES
PROFESSIONAL RECOGNITION
PUBLIC SCHOOL SYSTEMS
SCHOOL SUPERINTENDENTS
ADMINISTRATOR SELECTION
EDUCATIONAL ADMINISTRATION
PERFORMANCE
PROFESSORS
RELATIONSHIPS
STATUS

EDRS PRICE MF-$0.75 HC-$7.80 PLUS POSTAGE

CE 3.40 SCHOOL SUPERINTENDENT

REPORT NUMBER ED012971

TITLE THE PUBLIC SCHOOL SUPERINTENDENCY IN TEXAS

AUTHOR(S) STOKER, W.M.

NOTE 82 P.

PUB DATE JUN 67

ABSTRACT

A QUESTIONNAIRE STUDY OF THE 1030 TEXAS PUBLIC SCHOOL SUPERINTENDENTS WAS CONDUCTED IN THE SPRING OF 1967. THE DATA FROM THE 800 QUESTIONNAIRES UTILIZED ARE SHOWN IN 39 TABLES. THE QUESTIONS WERE DEVISED TO ACQUIRE DATA CONCERNING (1) SIZE OF SCHOOLS, CLASSIFICATION OF DISTRICT, AND TENURE OF THE SUPERINTENDENT, AND (2) ASPECTS OF THE SUPERINTENDENCY RELATING TO EXPERIENCE, ROUTE TO THE SUPERINTENDENCY, SALARIES EARNED AND OPINIONS OF EARNED SALARIES, AND SELECTED PROFESSIONAL ORGANIZATIONS. IT WAS FOUND THAT THE MEDIAN SCHOOL CONTAINED 655 STUDENTS AND THAT MOST DISTRICTS WERE CLASSIFIED AS RURAL. NINETY-NINE PERCENT OF THE SUPERINTENDENTS WERE MALE WITH A MEDIAN AGE OF 47. THE AVERAGE SUPERINTENDENT HAD BEEN A SUPERINTENDENT FOR NINE YEARS, WAS A B UNDERGRADUATE STUDENT IN THE SOCIAL SCIENCES, AND HELD A MASTER'S DEGREE IN EDUCATIONAL ADMINISTRATION. HE PROBABLY HELD POSITIONS AS A SECONDARY SCHOOL TEACHER AND PRINCIPAL BEFORE BECOMING A SUPERINTENDENT. HE RECEIVED A MEDIAN ANNUAL SALARY OF $12,000 AND PROBABLY BELONG TO TSTA OR TASA AND TO NEA. HE LIKED BEST THE FEELING THAT HE WAS OF SERVICE IN EDUCATING CHILDREN. AREAS OF SUGGESTED RESEARCH INCLUDE--(1) SCHOOL DISTRICT ORGNAIZATION, (2) ADMINISTRATIVE BEHAVIOR, (3) THE RELATIONSHIP OF BACKGROUND TO ADMINISTRATIVE BEHAVIOR, (4) NONMEMBERSHIP IN PROFESSIONAL ORGANIZATIONS, AND (5) SUPERINTENDENT ATTITUDES. (CC)

DESCRIPTORS

ATTITUDES	EDUCATIONAL BACKGROUND
OCCUPATIONAL INFORMATION	PROFESSIONAL ASSOCIATIONS
QUESTIONNAIRES	SALARIES
SCHOOL DISTRICTS	SCHOOL SUPERINTENDENTS
TABLES (DATA)	

IDENTIFIERS

AUSTIN	CANYON

EDRS PRICE MF-$0.75 HC-$4.20 PLUS POSTAGE

CE 3.40 SCHOOL SUPERINTENDENT also, CED 3.405

REPORT NUMBER ED082343

TITLE THE ARKANSAS SCHOOL SUPERINTENDENT. A RESEARCH BULLETIN.

AUTHOR(S) SALES, M. VANCE; TAYLOR, JOSEPH C.

SOURCE ARKANSAS STATE UNIV., JONESBORO

NOTE 91 P.; A RELATED DOCUMENT IS ED 056 368

PUB DATE OCT 73

ABSTRACT

THE RESEARCH DESIGN FOR THIS STUDY AROSE OUT OF A SIMILAR NATIONAL STUDY CONDUCTED BY THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS (SEE ED 056 368). ANALYSIS OF THE DATA REVEALS THAT THE ARKANSAS SUPERINTENDENT IS SLIGHTLY YOUNGER AND THAT HE ENTERS THE PROFESSIONS EARLIER THAN THE AVERAGE AMERICAN SCHOOL SUPERINTENDENT. IN ADDITION, HE AHS SLIGHTLY LESS TEACHING EXPERIENCE, STAYS LONGER IN HIS FIRST SUPERINTENDENCY, AND HAS FEWER YEARS OF EXPERIENCE AS A SUPERINTENDENT. HIS SALARY IS LOWER THAT THE NATIONAL AVERAGE, BUT HIS PROFESSIONAL PREPARATION COMPARES FAVORABLY. ARKANSAS SUPERINTENDENTS REPORT THEY WORK AN AVERAGE OF 54.5 HOURS PER WEEK (AS AGAINST A 56.1 NATIONAL AVERAGE), AND THE OVERWHELMING RATIO OF MEN TO WOMEN IN THE JOB IS THE SAME. (AUTHOR)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
ADMINISTRATOR BACKGROUND
ADMINISTRATOR EDUCATION
COMPARATIVE ANALYSIS
PUBLIC SCHOOL SYSTEMS
SCHOOL SUPERINTENDENTS
TABLES (DATA)
ADMINISTRATOR ATTITUDES
ADMINISTRATOR CHARACTERISTICS
ADMINISTRATOR QUALIFICATIONS
EDUCATIONAL EXPERIENCE
QUESTIONNAIRES
SURVEYS

IDENTIFIERS

ARKANSAS

EDRS PRICE MF-$0.75 HC-$4.20 PLUS POSTAGE

CE 3.40 SCHOOL SUPERINTENDENT

REPORT NUMBER ED120912

TITLE THE URBAN SCHOOL SUPERINTENDENCY: A CENTURY AND A HALF OF CHANGE. FASTBACK SERIES, NO. 77. BICENTENNIAL SERIES.

AUTHOR(S) CUBAN, LARRY

SOURCE PHI DELTA KAPPA, BLOOMINGTON, IND.

NOTE 32 p.

PUB DATE 76

ABSTRACT

THE JOB OF SUPERINTENDENT IS TOUGH AND DEMANDING. ALTHOUGH CONDITIONS SEEM TO BE GETTING WORSE, THE JOB HAS ALWAYS BEEN DEMANDING BECAUSE OF ITS ORIGINS AND ITS RELATIONSHIP WITH THE BOARD OF EDUCATION. AS THE JOB DEVELOPED, DOMINANT CONCEPTIONS OF LEADERSHIP DEVELOPED. THE THREE DOMINANT CONCEPTIONS--TEACHERS-SCHOLAR, ADMINISTRATIVE CHIEF, AND NEGOTIATOR-STATESMAN-HAVE WAXED AND WANED AS TIME PASSED, YET THEY ARE ALL STILL PRESENT. THEY AROSE FROM THE NATURE OF THE SUPERINTENDENT-BOARD RELATIONSHIP AND FROM THE COMPETING ROLE DEMANDS OF THAT BESET THE SUPERINTENDENT WHO HAS TO BE CHIEF EXECUTIVE, PROFESSIONAL EXPERT ON EDUCATION, ADVISOR TO THE BOARD, AND SUPERVISOR. PRACTICES AND BELIEFS GREW UP AROUND THESE LEADERSHIP ROLE CONCEPTIONS THAT SEEMED TO SUCCEED IN INCREASING THE SUPERINTENDENT'S PRESTIGE, SALARY, AND TENURE. HOWEVER, THE SUPERINTENDENT HAS ALWAYS BEEN CIRCUMSCRIBED BY A COMPLEX ORGANIZATIONAL ROLE, THE HISTORICAL VULNERABILITY OF THE POSITION, AND THE PARTICULAR SET OF LARGER EVNIRONMENTAL FORCES TOUGHING THE LOCAL SCHOOL SYSTEM. THIS LATTER ASPECT WAS DOMINANT DURING THE 1960'S. AT A TIME WHEN SHARP EXTERNAL PRESSURE STRIKES THE SCHOOLS, THE LEADERSHIP PATTERN WITH THE STRONGEST SURVIVAL POWER IS THE NEGOTIATOR-STATESMAN. (AUTHOR/IRT)

DESCRIPTORS

BOARDS OF EDUCATION
EDUCATIONAL HISTORY
LEADERSHIP STYLES
SCHOOL SUPERINTENDENTS
URBAN EDUCATION
EDUCATIONAL CHANGE
ETHICS
POLITICAL INFLUENCES
SUPERINTENDENT ROLE

AVAILABILITY: PHI DELTA KAPPA, EIGHTH AND UNION, BOX 789, BLOOMINGTON, INDIANA 47401 ($0.50, QUANTITY AND MEMBERSHIP DISCOUNTS; PAYMENT MUST ACCOMPANY ORDERS OF $5.00 OF LESS)

EDRS PRICE MF-$0.83 HC-$2.06 PLUS POSTAGE

CE 3.40 SCHOOL SUPERINTENDENT

REPORT NUMBER ED119308

TITLE COPING WITH PERSISTENT PROBLEMS OF THE SMALL DISTRICT SUPERINTENDENCY.

AUTHOR(S) FRAZIER, ORVILLE P.

NOTE 8 P.; PAPER PRESENTED AT THE ANNUAL CONVENTION OF THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS (108TH, ATLANTIC CITY, NEW JERSEY, FEBRUARY 20-23, 1976)

PUB DATE 20 FEB 76

ABSTRACT

THE PROBLEMS OF A SMALL DISTRICT ARE VERY NEARLY THE SAME AS THOSE OF A LARGE DISTRICT. THE BEST WAY THE SUPERINTENDENT OF A SMALL DISTRICT CAN COPE WITH DAILY PROBLEMS IS TO GET A GOOD BOARD OF EDUCATION BEHING HIM, GET THE BOARD INVOLVED, PROVIDE THE BOARD WITH GOOD INSERVICE PROGRAMS, OBTAIN GOOD MIDDLE ADMINISTRATORS, GIVE PRINCIPALS FULL AUTHORITY, PAY PRINCIPALS WELL, GET A GOOD FACULTY, HAVE TEACHERS INTERVIEWED BY AND RESPONSIBLE TO PRINCIPALS, AND TELL CO-WORKERS WHEN THEY HAVE DONE A GOOD JOB AND GIVE THEM CREDIT. (AUTHOR/IRT)

DESCRIPTORS

BOARDS OF EDUCATION
ELEMENTARY SECONDARY EDUCATION
SUPERINTENDENT ROLE
EDUCATIONAL PROBLEMS
SCHOOL SUPERINTENDENTS

EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE

CE 3.40 SCHOOL SUPERINTENDENT also, LB 12.20 AND CF 3.414

REPORT NUMBER ED014130

TITLE A STUDY OF COMMUNITY FACTORS RELATED TO THE TURNOVER OF SUPERINTENDENTS--COMMUNITY POWER, SCHOOL BOARD STURCTURE, AND THE ROLE OF THE CHIEF SCHOOL ADMINISTRATOR.

AUTHOR(S) MCCARTY, DONALD J.; RAMSEY, CHARLES E.

SOURCE CORNELL UNIV., ITHACA, N.Y.

NOTE 190 P.

PUB DATE MAY 67

ABSTRACT

A CONCEPTUAL MODEL FOR STUDYING THE OPERATION OF SOCIAL POWER IN SCHOOL SYSTEMS WAS DEVELOPED ON THE ASSUMPTION THAT A SCHOOL MUST BE UNDERSTOOD IN TERMS OF ITS SUPPORTING ENVIRONMENT. TWELVE DIRECTIONAL HYPOTHESES WERE TESTED TO DETERMINE CORRELATIONS BETWEEN FOUR TYPES OF COMMUNITY POWER STRUCTURES (DOMINATED, FACTIONAL, PLURALISTIC, AND INERT), FOUR KINDS OF SCHOOL BOARDS (DOMINATED, FACTIONAL, STATUS CONGRUENT, AND SANCTIONING), AND FOUR KINDS OF SUPERINTENDENT'S ROLES (FUNCTIONARY, POLITICAL STRATEGIST, PROFESSIONAL ADVISOR, AND DECISIONMAKER). FINDINGS GENERALLY SUPPORTED THE STUDY'S MAJOR THESES OF A POSITIVE CORRELATION BETWEEN SIMILAR TYPES OF COMMUNITIES AND SCHOOL BOARDS AND A DIVERSE SET OF RELATIONSHPS BETWEEN KINDS OF SUPERINTENDENT'S ROLES, WHEN CORRELATED WITH TYPES OF COMMUNITIES AND SCHOOL BOARDS. DATA FOR CHI SQUARE ANALYSIS WERE OBTAINED BY MEANS OF FOCUSED INTERVIEWS AND TAPE RECORDED RESEARCH CONDUCTED IN 51 COMMUNITIES IN THE NORTHEAST AND MIDWEST REPRESENTING 11 LARGE URBAN COMMUNITIES (ABOVE 25,000 POPULATION), 14 SMALL URBAN (2500-24,999), 10 SURBURBAN, AND 16 RURAL (UNDER 2500). TWO SPECIFIC RECOMMENDATIONS WERE FORMULATED FROM THE STUDY TO REDUCE THE SCHOOL SUPERINTENDENT'S VULNERABILITY TO SHORT TERM DEMANDS--(1) THE SCHOOL SUPERINTENDENT SHOULD BE GIVEN AT LEAST A THREE-YEAR CONTRACT RENEWABLE ANNUALLY, AND (2) STATE DEPARTMENTS OF EDUCATION SHOULD ASSUME RESPONSIBILITY FOR THE MANAGEMENT OF SCHOOLS AT THE LOCAL LEVEL. (JK)

DESCRIPTORS
BOARDS OF EDUCATION
COMMUNITY INFLUENCE
COMPARATIVE ANALYSIS
EDUCATIONAL RESEARCH
LIVING STANDARDS
SCHOOL COMMUNITY RELATIONSHIP
SCHOOL SUPERINTENDENTS
SUPERINTENDENT ROLE
COMMUNITY ATTITUDES
COMMUNITY LEADERS
DECISION MAKING
HYPOTHESIS TESTING
POWER STRUCTURE
SCHOOL DISTRICTS
SCHOOL SYSTEMS

IDENTIFIERS
ITHACA

EDRS PRICE MF-$0.75 HC-$9.00 PLUS POSTAGE

CE 3.40 SCHOOL SUPERINTENDENT

REPORT NUMBER ED113796

TITLE THE DIRECTOR OF EDUCATION: AN IN-BASKET SIMULATION EXERCISE.

AUTHOR(S) MUSELLA, DONALD F.; JOYCE, H. DONALD

SOURCE ONTARIO INST. FOR STUDIES IN EDUCATION, TORONTO.

NOTE 68 P.

PUB DATE 73

ABSTRACT

THIS BOOKLET PRESENTS AN EXTENSIVE SIMULATION EXERCISE INTENDED TO GIVE READERS A GREATER UNDERSTANDING OF THE ROLE AND RESPONSIBILITIES OF THE LOCAL SCHOOL DISTRICT SUPERINTENDENT AND TO AID READERS IN IMPROVING THEIR ADMINISTRATIVE, INTERPERSONAL, AND PROBLEM-SOLVING SKILLS. THE BOOKLET IS ORGANIZED IN TWO MAJOR PARTS. PART 1 CONTAINS BACKGROUND INFORMATION ON A FICTITIOUS COMMUNITY AND ITS SCHOOL SYSTEM AND IS INTENDED TO PROVIDE THE CONTEXT FOR PART 2, WHICH CONSISTS OF APPROXIMATELY 30 SIMULATED LETTERS, MEMOS, AND SIMILAR ITEMS THAT MIGHT ACCUMULATE IN A SCHOOL DISTRICT SUPERINTENDENT'S IN-BASKET DURING A WEEK'S TIME. READERS ARE EXPECTED TO INDICATE WHAT ACTION THEY WOULD TAKE ON EACH IN-BASKET ITEM, BASED ON THE INFORMATION GIVEN THEM. THE SIMULATED MATERIALS WERE SELECTED TO REPRESENT A WIDE RANGE OF ADMINISTRATIVE FUNCTIONS AND MAY BE USED IN A VARIETY OF WAYS, ACCORDING TO THE BACKGROUND AND NEEDS OF DIFFERNET READERS. (JG)

DESCRIPTORS

ADMINISTRATOR RESPONSIBILITY
DECISION MAKING
ELEMENTARY SECONDARY EDUCATION
MANAGEMENT GAMES
SCHOOL SUPERINTENDENTS
ADMINISTRATOR ROLE
EDUCATIONAL ADMINISTRATION
MANAGEMENT EDUCATION
PROBLEM SOLVING
SIMULATION

AVAILABILITY: ONTARIO INSTITUTE FOR STUDIES IN EDUCATION, 252 BLOOR STREET WEST, TORONTO, ONTARIO M5S 1V6 CANADA ($4.40, PAYMUST MUST ACCOMPANY ORDERS OF $10.00 OR LESS)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

CE 3.40 SCHOOL SUPERINTENDENT

REPORT NUMBER ED103498

TITLE THE URBAN SCHOOL SUPERINTENDENT OF THE FUTURE.

AUTHOR(S) MERROW, JOHN; AND OTHERS

SOURCE SOUTHEASTERN FOUNDATION, DURANT, OKLA.

NOTE 137 P.; PORTIONS OF THIS BOOK HAVE APPEARED IN THE FOLLOWING JOURNALS: PHI DELTA KAPPAN; EDUCATIONAL LEADERSHIP, NATIONAL ELEMENTARY PRINCIPAL, AND THE SCHOOL ADMINISTRATOR

PUB DATE 74

ABSTRACT

THE ARGUMENT OF THIS BOOK IS THAT 'EDUCATIONAL REFORM' WILL REMAIN AN IMPOSSIBLE DREAM UNTIL THE RELATIONSHIP BETWEEN THE PUBLIC SCHOOLS AND THE LARGER SOCIETY UNDERGOES A BASIC READJUSTMENT. WE AMERICANS NEED TO RECOGNIZE THEIR INTERDEPENDENCE, AND WE NEED TO CONSIDER JUST HOW LONG WE CAN ASK THE PUBLIC SCHOOLS TO CHANGE THE SOCIAL ORDER IN WAYS WHICH WE AS A PEOPLE APPARENTLY FIND UNPALATABLE. THE WISDOM OF CHANGING THE SOCIAL ORDER IS NOT THE ISSUE, ONLY THE UNREALISTIC EXPECTATION THAT SCHOOLS CAN DO THE JOB ALONG. WE BEGIN THIS BOOK WITH AN EXAMINATION OF THE SOCIAL ROLE OF THE MODERN PUBLIC SCHOOL IN THE LARGER SOCIETY. CHAPTERS 3 AND 4 EXAMINE SUPERINTENDENTS AND THEIR TRAINING, RESPECTIVELY. CHAPTER 5 ENTERS THE CLOSED CIRCLE OF GRADUATE TRAINING. CHAPTER 6 EXPLAINS HOW THE DISCONTENT WITH GRADUATE TRAINING DEVELOPED INTO A SPECIAL KIND OF TRAINING, WHICH WE CALL SUPERINTENDENTS' NETWORK AND PROJECT OPEN, AND CHAPTER 7 EXAMINES A 'TYPICAL' NETWORKING SESSION. WE SEE THE SUPERINTENDENTS' NETWORK AS SOMETHING OF A PROTOTYPE FOR A NATIONAL NETWORK OF EDUCATIONAL REFORM, WHICH WOULD INVOLVE MAYORS, CIVIC LEADERS, EDUCATORS, AND REPRESENTATIVES OF ALL THE ORGANIZATIONS THAT IMPINGE ON THE PUBLIC SCHOOLS AND MAKE THEM WHAT THEY ARE. CHAPTER 8 LOOKS AHEAD TO THE DAY WHEN INTERDEPENDENCE IS RECOGNIZED. (AUTHOR/JM)

DESCRIPTORS

ADMINISTRATIVE POLICY
ADMINISTRATOR CHARACTERISTICS
ADMINISTRATOR ROLE
EDUCATIONAL CHANGE
GRADUATE STUDY
SCHOOL SUPERINTENDENTS
URBAN SCHOOLS
ADMINISTRATOR BACKGROUND
ADMINISTRATOR EDUCATION
EDUCATIONAL ADMINISTRATION
EDUCATIONAL POLICY
PUBLIC SCHOOLS
SUPERINTENDENT ROLE

AVAILABILITY: SOUTHEASTERN FOUNDATION OF DURANT, OKLAHOMA (PRICE NOT

EDRS PRICE MF-$0.76 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

CE 3.40 SCHOOL SUPERINTENDENT

REPORT NUMBER ED089455

TITLE THE RELATIONSHIP BETWEEN THE SUPERINTENDENT'S MANAGEMENT BEHAVIOR AND TEACHERS' PERCEPTION OF THE PRINCIPAL'S RULE ADMINISTRATION BEHAVIOR.

AUTHOR(S) CALDWELL, WILLIAM E.; EASTON, JAMES H.

NOTE 13 P.; PAPER PRESENTED AT AMERICAN EDUCATIONAL RESEARCH ASSOCIATION ANNUAL MEETING (59TH, CHICAGO, ILLINOIS, APRIL 15-19, 1974)

PUB DATE 18 APR 74

ABSTRACT

THE RELATIONSHIP UNDER DISCUSSION WAS TESTED BY QUANTIFYING THE VARIABLES USING A RULE ADMINISTRATION SCALE, THE EXECUTIVE PROFESSIONAL LEADERSHIP INSTRUEMTN, AND A MANAGEMENT BEHAVIOR SCALE. HYPOTHESES WERE TESTED USING DATA DERIVED FROM A SAMPLE OF 20 SUPERINTENDENTS, 40 PRINCIPALS, AND 500 STUDNETS. THE DATA SUPPORT THE CONCEPT THAT A SUPERINTENDENT'S MANAGEMENT BEHAVIOR WILL INFLUENCE THE PRINCIPAL'S RULE ADMINISTRATION. THUS, THE HOMOGENEOUS MANAGEMENT BEHAVIOR AND RULE ADMINISTRATION AFFECT TEACHER PERCEPTIONS OF THE PRINCIPAL'S LEADERSHIP ABILITY. A SHORT LIST OF REFERENCES IS PROVIDED. (AUTHOR)

DESCRIPTORS

ADMINISTRATIVE POLICY
ELEMENTARY SCHOOLS
PRINCIPALS
SCHOOL SUPERINTENDENTS
TEACHER ATTITUDES
BEHAVIORAL SCIENCE RESEARCH
MANAGEMENT
ROLE PERCEPTION
SECONDARY SCHOOLS
TEACHERS

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

CE 3.40 SCHOOL SUPERINTENDENT

REPORT NUMBER ED083643

TITLE A STUDY DETERMING AND CONTRASTING PERCEPTIONS OF SCHOOL SUPERINTENDENTS WITH PERCEPTIONS OF MANAGERS OF THE MAJOR NEWS MEDIA REGARDING THE REPORTING OF SCHOOL NEWS.

AUTHOR(S) STELLER, ARTHUR WAYNE

NOTE 367 P.; PH.D. DISSERTATION, OHIO UNIVERSITY

PUB DATE 73

ABSTRACT

THIS STUDY EXPLORED THE RELATIONSHIPS BETWEEN SCHOOL SUPERINTENDENTS AND LOCAL MANAGERS OF MAJOR NEWS MEDIA AND COMAPRED THE VARIOUS NEWS MANAGERS IN THEIR RELATIONSHIPS WITH THE SUPERINTENDENTS. QUESTIONNAIRES ON THE REPORTING OF SCHOOL NEWS WERE MAILED TO SCHOOL SUPERINTENDENTS, NEWSPAPER EDITORS, RADIO STATION MANAGERS, AND TELEVISION STATION MANAGERS, WITH 150 QUESTIONNAIRES SENT TO EACH EXECUTIVE OFFICER. AN EQUAL NUMBER WERE DISTRIBUTED AMONG METROPOLITAN, URBAN, AND RURAL AREAS. THE RESULTING DATA WERE ANALYZED IN A NUMBER OF WAYS, AND IT WAS CONLUDED THAT (1) THE RESPONSES WERE AFFECTED BY THE INTERACTION OF THE FACTORS OF URBANIZATION AND POSITION AND (2) THE PERCEPTIONS OF THE PARTICIPANTS DIFFERED SUBSTANTIALLY ACCORDING TO THEIR POSITION AND ACCORDING TO WHETHER THEY WERE FROM A METROPOLITAN, URBAN, OR RURAL AREA. (AUTHOR/TO)

AVAILABILITY: UNIVERSITY MICROFILMS, A XEROX COMPANY, DISSERTATION COPIES, POST OFFICE BOX 1764, ANN ARBOR, MICHIGAN 48106 (ORDER NO. 73-19,065, MFILM $4.00, XEROGRAPHY $10.00)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

CE 3.40 SCHOOL SUPERINTENDENT

REPORT NUMBER ED030191

TITLE INCENTIVES IN AMERICAN EDUCATION.

AUTHOR(S) COLEMAN, JAMES S.

SOURCE JOHNS HOPKINS UNIV., BALITMORE, MD. CENTER FOR THE STUDY OF SCHOOL ORGANIZATION OF SCHOOLS.

NOTE 26 P.; PAPER PREPARED FOR BROOKINGS SEMINAR ON INCENTIVES IN PUBLIC POLICY (FEBRUARY 20, 1969)

PUB DATE 20 FEB 69

ABSTRACT

EDUCATIONAL POLICIES ARE DISCUSSED WHICH ARE DIRECTED AT AFFECTING THE INCENTIVES OF A SCHOOL SUPERINTENDENT OF OTHER EXECUTIVE OFFICERS OF AN OPERATING SCHOOL SYSTEM, STAFF MEMBERS IN THE ADMINISTRATIVE OFFICE, PRINCIPALS OR OTHER EXECUTIVE OFFICERS IN A SCHOOL, TEACHERS, PUPILS, AND THEIR PARENTS. A NUMBER OF PROPOSALS FOR THE MODIFICATION OF SCHOOLS, AS THEY AFFECT THE INCENTIVES OF SCHOOL PERSONNEL, ARE DISCUSSED UNDER SEVEN HEADINGS: (1) PUBLICATION OF PERFORMANCE INFORMATION TO CHANGE THE DIRECTION OF COMMUNITY PRESSURE ON SUPERINTENDENT OR PRINCIPAL; (2) INTERSCHOLASTIC ACADEMIC COMPETITION; (3) INTRAMURAL COOPERATION AND COMPETITION; (4) DUAL COMPETING SCHOOL SYSTEMS; (5) A TUITION GRANT OR VOUCHER SYSTEM FOR ATTENDANCE AT PRIVATE SCHOOLS; (6) THE OPEN SCHOOL, WITH SUBJECT-SPECIFIC CHOICES; AND (7) PAYMENT-BY-RESULTS. (AUTHOR/JK)

DESCRIPTORS

ACADEMIC ACHIEVEMENT
COMMUNITY INFLUENCE
INCENTIVE SYSTEMS
POLICY FORMATION
PRIVATE SCHOOLS
SCHOOL COMMUNITY RELATIONSHIP
STUDENT MOTIVATION
TUITION GRANTS
ADMINISTRATIVE PERSONNEL
EDUCATIONAL POLICY
PARENT ATTITUDES
PRINCIPALS
PUBLIC RELATIONS
SCHOOL SUPERINTENDENTS
TEACHER MOTIVATION

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

CE 3.40 SCHOOL SUPERINTENDENT also, CEB 3.404

REPORT NUMBER ED022974

TITLE THE FUNCTIONAL ALLOCATION OF THE SUPERINTENDENT'S TIME

AUTHOR(S) CHRISTENSEN, ALBERT C.; AND OTHERS

SOURCE COLUMBIA UNIV., NEW YORK. INST. OF ADMINISTRATIVE RESEARCH

NOTE 5 P.

PUB DATE MAY 67

ABSTRACT

THE AMOUNT OF TIME A SCHOOL SUPERINTENDENT SPENDS IN THE VARIOUS FUNCTIONS OF HIS JOB IS TUDIED. THE DATA USED WERE THOSE COLLECTED BY ROBERT UTTER AND GORDON ANDERSON IN 76 SCHOOL DISTRICTS IN THE METROPOLITAN SCHOOL STUDY COUNCIL AND THE ASSOCIATED PUBLIC SCHOOL SYSTEMS DURING 1964-65. INCLUDED WERE SCHOOL SYSTEMS RANGING IN SIZE FROM 975 TO 91,219 PUPILS. A QUESTIONNAIRE ELICITED INFORMATION FROM SUPERINTENDENTS ON THE ALLOCATION OF THEIR TIME AMONG VARIOUS FUNCTIONS AND AMONG VARIOUS CLASSES OR RECIPIENTS OF THEIR SERVICES. IT WAS FOUND THAT AS A SCHOOL DISTRICT INCREASES IN SIZE THE AVERAGE SUPERINTENDENT SPENDS MORE TIME IN GENERAL POLICY DEVELOPMENT AND SCHOOL-COMMUNITY RELATIONS, AND LESS TIME IN STAFF-PERSONNEL ADMINISTRATION AND PROCUREMENT OF MATERIALS. (HW)

DESCRIPTORS

POLICY FORMATION
SCHOOL DISTRICTS
SCHOOL SUPERINTENDENTS
TASK ANALYSIS
SCHOOL COMMUNITY RELATIONSHIP
SCHOOL SIZE
SUPERINTENDENT ROLE
TIME

CITATION IAR-RESEARCH BULLETIN; V7 N3 P5-7 MAY 1967

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

CE 3.40 SCHOOL SUPERINTENDENT

REPORT NUMBER ED056368

TITLE THE AMERICAN SCHOOL SUPERINTENDENT. AN AASA RESEARCH STUDY.

AUTHOR(S) KNEZEVICH, STEPHEN J., ED.

SOURCE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, WASHINGTON, D.C.

NOTE 76 P.

PUB DATE 71

ABSTRACT

THIS DOCUMENT REPORTS THE RESULTS OF A STUDY BY A SPECIAL AASA COMMISSION ON THE STATUS OF THE SUPERINTENDENCY IN 1969-70. A STRATIFIED SAMPLE OF SUPERINTENDENTS WAS SELECTED AND SUPERINTENDENTS WERE CATEGORIZED ACCORDING TO PUPIL ENROLLMENTS IN THEIR SCHOOL DISTRICTS. MAJOR TOPICS REPORTED ARE (1) PERSONAL DIMENSIONS OF THE SUPERINTENDENT; (2) PROFESSIONAL EXPERIENCE; (3) PROFESSIONAL PREPARATION; AND (4) WORK SCHEDULRS, ISSUES, AND IMAGES. EXTENSIVE TALBES AND FIGURES ARE PROVIDED. (JF)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
ADMINISTRATOR EDUCATION
SCHOOL COMMUNITY RELATIONSHIP
STATISTICAL STUDIES
TEACHER ADMINISTRATOR RELATIONSHIP
ADMINISTRATOR BACKGROUND
PERSONALITY
SCHOOL SUPERINTENDENTS
SUPERINTENDENT ROLE
TEACHING EXPERIENCE

AVAILABILITY: AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, 1201 SIXTEENTH STREET, N. W., WASHINGTON, D.C. 20036 ($3.00, QUANTITY DISCOUNTS)

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

CE 3.40 SCHOOL SUPERINTENDENT

REPORT NUMBER ED045746

TITLE REPORT OF TWO SHORT-TERM TRAINING INSTITUTES FOR SCHOOL SUPERINTENDENTS AND SCHOOL BOARD MEMBERS.

AUTHOR(S) STOLLAR, DEWEY H.; DYKES, ARCHIE R.

SOURCE MEMPHIS STATE UNIV., TENN. SCHOOL OF EDUCATION.; TENNESSEE UNIV., KNOXVILLE. COLL. OF EDUCATION.

NOTE 39 P.

PUB DATE 65

ABSTRACT

THIS IS A REPORT OF TWO TWO-DAY INTITUTES WHICH WERE DESIGNED TO ENCOURAGE INCREASED AND MORE EFFECTIVE ACTIVITY IN SCHOOL DESEGREGATION IN THE SOUTHEASTERN REGION. EACH PARTICIPANT RECEIVED COPIES OF DESEGREGATION GUIDELINES AND A SET OF PUBLICATIONS FOR ESSENTIAL BACKGROUND INFORMATION. KICKOFF SPEAKERS FOCUSED ATTENTION ON PROGRESS IN DESEGREGATION IN THE PARTICIPANTS' REGIONS, FOLLOWED BY A PANEL DISCUSSIN. FEDERAL LEGISLATION ON CIVIL RIGHTS AND LOCAL REQUIREMENTS WERE DISCUSSED. SELECTED EXAMPLES OF WHAT SOME SCHOOLS HAD DONE WERE PRESENTED TO SHOW HOW SOME SUPERINTENDENTS HAD OVERCOME PROBLEMS. THE FINAL PORTION OF THE PROGRAM BOTH SUMMARIZES AND SEEKS TO ESTABLISH FUTURE COURSES OF ACTION BASED ON THE PARTICIPANTS' EXPRESSED NEEDS. (AUTHOR/DM)

DESCRIPTORS
ADMINISTRATIVE PERSONNEL
ADMINISTRATOR ATTITUDES
BOARDS OF EDUCATION
INSTITUTES (TRAINING PROGRAMS)
PROGRAM EVALUATION
SCHOOL SUPERINTENDENTS
ADMINISTRATIVE PROBLEMS
ADMINISTRATOR ROLE
GOVERNMENT ROLE
PARTICIPANT INVOLVEMENT
SCHOOL INTEGRATION

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

CE 3.40 SCHOOL SUPERINTENDENT

REPORT NUMBER ED082343

TITLE THE ARKANSAS SCHOOL SUPERINTENDENT. A RESEARCH BULLETIN.

AUTHOR(S) SALES, M. VANCE; TAYLOR, JOSEPH C.

SOURCE ARKANSAS STATE UNIV., JONESBORO.

NOTE 91 P.; A RELATED DOCUMENT IS ED 056 368

PUB DATE OCT 73

ABSTRACT

THE RESEARCH DESIGN FOR THIS STUDY AROSE OUT OF A SIMILAR NATIONAL STUDY CONDUCTED BY THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS (SEE ED 056 368). ANALYSIS OF THE DATA REVEALS THAT THE ARKANSAS SUPERINTENDENT IS SLIGHTLY YOUNGER AND THAT HE ENTERS THE PROFESSION EARLIER THAN THE AVERAGE AMERICAN SCHOOL SUPERINTENDENT. IN ADDITION, HE HAS SLIGHTLY LESS TEACHING EXPERIENCE, STAYS LONGER IN HIS FIRST SUPERINTENDENCY, AND HAS FEWER YEARS OF EXPERIENCE AS A SUPERINTENDENT. HIS SALARY IS LOWER THAN THE NATIONAL AVERAGE, BUT HIS PROFESSIONAL PREPARATION COMPARES FAVORABLY. ARKANSAS SUPERINTENDENTS REPORT THEY WORK AND AVERAGE OF 54.5 HOURS PER WORK (AS AGAINST A 56.1 NATIONAL AVERAGE), AND THE OVERWHELMING RATIO OF MEN TO WOMEN IN THE JOB IS THE SAME. (AUTHOR)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
ADMINISTRATOR BACKGROUND
ADMINISTRATOR EDUCATION
COMPARATIVE ANALYSIS
PUBLIC SCHOOL SYSTEMS
SCHOOL SUPERINTENDENTS
TABLES (DATA)
ADMINISTRATOR ATTITUDES
ADMINISTRATOR CHARACTERISTICS
ADMINISTRATOR QUALIFICATIONS
EDUCATIONAL EXPERIENCE
QUESTIONNAIRES
SURVEYS

IDENTIFIERS

ARKANSAS

EDRS PRICE MF-$0.75 HC-$4.20 PLUS POSTAGE

CE 3.40 SCHOOL SUPERINTENDENT

REPORT NUMBER ED105565

TITLE BLUEPRINT FOR THE BEGINNING SUPERINTENDENT

AUTHOR(S) ELLENA, WILLIAM J.

NOTE 10 P.; PAPER PRESENTED AT AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS ANNUAL CONVENTION (107TH, DALLAS, TEXAS, FEBRUARY 21-24, 1975); BEST COPY AVAILABLE

PUB DATE 22 FEB 75

ABSTRACT

THIS PAPER PRESENTS NUMBEROUS SUGGESTIONS AND GUIDELINES FOR THE SCHOOL ADMINISTRATOR WHO IS JUST BEGINNING A CAREER AS A SUPERINTENDENT OF SCHOOLS. THE AUTHOR OFFERS RECOMMENDATIONS DEALING WITH A WIDE RANGE OF TOPICS RELEVANT TO THE NOVICE SUPERINTENDENT, INCLUDING SELF-ANALYSIS AND EVALUATING JOB OPPORTUNITIES, GETTING ACQUAINTED WITH A NEW SCHOOL DISTRICT, DEALING WITH THE SCHOOL BOARD, PREPARING FOR THE FIRST SCHOOL BOARD MEETING, DEALING WITH PROFESSIONAL ASSOCIATES, DEALING WITH THE PUBLIC, AND DEALING WITH STUDENTS. (JG)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
BOARDS OF EDUCATION
ELEMENTARY SECONDARY EDUCATION
PERSONNEL MANAGEMENT
SCHOOL DISTRICTS
SCHOOL SUPERINTENDENTS
ADMINISTRATOR GUIDES
EDUCATIONAL ADMINISTRATION
MEETINGS
PUBLIC RELATIONS
SCHOOL PERSONNEL
STUDENT OPINION

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

CE 3.40 SCHOOL SUPERINTENDENT

REPORT NUMBER ED116314

TITLE THE LOUISIANA PUBLIC SCHOOL SUPERINTENDENT: 1975. RESEARCH REPORT, VOL. 6, NO. 1.

AUTHOR(S) BLACKMON, C. ROBERT; PETLEY, CAROL T.

SOURCE LOUISIANA STATE UNIV., BATON ROUGE. BUREAU OF EDUCATIONAL MATERIALS AND RESEARCH

NOTE 13 P.

PUB DATE JAN 76

ABSTRACT

THIS PAPER REPORTS THE FINDINGS OF A 1975 SURVEY OF LOUISIANA SCHOOL SUPERINTENDENTS THAT WAS INTENDED TO DEVELOP A DATA PROFILE OF THE TYPICAL LOUISIANA SUPERINTENDENT. FIFTY-EIGHT OF THE 66 LOUISIANA SUPERINTENDENTS COMPLETED AND RETURNED THE SURVEY QUESTIONNAIRE. SURVEY RESPONSES ARE DISCUSSED AND COMPARED WITH DATA FROM A 1969 NATIONAL SURVEY OF SUPERINTENDENTS CONDUCTED BY THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, A 1968 LOUISIANA STUDY, A 1969 MISSISSIPPI STUDY, AND TWO ARKANSAS STUDIES CONDUCTED IN 1971 AND 1973. THE APPENDIX PRESENTS AN ITEM-BY-ITEM REPORT OF RESPONSES TO THE 1975 SURVEY QUESTIONNAIRE AND SUMMARIZES DATA ON COLLEGE DEGREE HELD BY LOUISIANA SUPERINTENDENTS. (JG)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
CHIEF ADMINISTRATORS
ELEMENTARY SECONDARY EDUCATION
QUESTIONNAIRES
STATE SURVEYS
ADMINISTRATOR CHARACTERISTICS
EDUCATIONAL ADMINISTRATION
OCCUPATIONAL SURVEYS
SCHOOL SUPERINTENDENTS
STATISTICAL DATA

EDRS PRICE MF-$.76 HC-$1.58 PLUS POSTAGE

CE 3.40 SCHOOL SUPERINTENDENT

REPORT NUMBER ED017597

TITLE STATEMENT OF THE BOARD OF EDUCATION AND SUPERINTENDENT OF SCHOOLS ON THE RECOMMENDATIONS OF THE MAYOR'S PANEL ON DECENTRALIZATION.

SOURCE NEW YORK CITY BOARD OF EDUCATION, BROOKLYN, N.Y.

NOTE 4 P.

PUB DATE 09 NOV 67

ABSTRACT

NOTING THE NEED TO DEVELOP CITYWIDE PLANS FOR DEALING WITH THE COMPLEX PROBLEMS OF HOUSING, EMPLOYMENT, WELFARE, AND OTHER CITY SERVICES, AND THEIR RELATIONSHIP WITH EDUCATIONAL EFFORTS, THE NEW YORK CITY BOARD OF EDUCATION STATES ITS DISAGREEMENT WITH THE REPORT OF THE MAYOR'S PANEL ON SCHOOL DECENTRALIZATION, THE SO-CALLED BUNDY REPORT. THE BOARD'S MAJOR OBJECTIONS ARE WITH THE METHODS AND TIMETABLE FOR DECENTRALIZATION PROPOSED BY THE BUNDY PANEL. THE BOARD FEELS THAT THE BUNDY PLAN WOLD TOO RAPIDLY ASSIGN EDUCATIONAL AUTHORITY TO THE LOCAL BOARDS AND GIVE THEM SWEEPING POWERS OVER (1) THE HIRING OF PERSONNEL, (2) CURRICULUM, (3) EXPENDITURES, AND (4) EDUCATIONAL POLICIES. ALTHOUGH IT FAVORS DECENTRALIZATION, THE BOARD MAINTAINS THAT STATE LAW LIMITS HOW FAR AUTHORITY MAY BE DELEGATED. ITS OTHER OBJECTIONS TO THE PLAN CONCERN THE PROPOSED DRASTIC ALTERATIONS IN PERSONNEL PROCEDURES AND THE OPERATIONAL DIFFICULTIES OF WHAT IT FEELS WOULD BE TWO PARALLEL SCHOOL SYSTEMS. IT ALSO CRITICIZES THE DELEGATION OF AUTHORITY OVER SPECIAL CLASSES, OPTIONAL SERVICES, AND COSTS OUTLINED IN THE PLAN. THE BOARD FEELS THAT THE PLAN DOES NOT GIVE THE CENTRAL AGENCY CLEARCUT PROCEDURES FOR ACCOUNTABILITY OVER THE LOCAL BOARDS. IT RECOMMENDS A SLOWER, MORE DELIBERATIVE MOVEMENT TOWARD DECENTRALIZATION, WITH SUFFICIENT TIME ALLOWED TO EVALUATE THE SUCCESS OF THE PLAN. (NH)

DESCRIPTORS

BOARD OF EDUCATION POLICY
CURRICULUM
EDUCATIONAL FINANCE
EVALUATING NEEDS
PUBLIC SCHOOL SYSTEMS
SPECIAL CLASSES
STATE LAWS
BOARDS OF EDUCATION
DECENTRALIZATION
EDUCATIONAL POLICY
PERSONNEL POLICY
SCHOOL SUPERINTENDENTS
SPECIAL SERVICES
URBAN EDUCATION

IDENTIFIERS

BUNDY REPORT
ION
NEW YORK CITY
MAYORS PANEL ON SCHOOL DECENTRALIZATION

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

CE 3.40 SCHOOL SUPERINTENDENT

REPORT NUMBER ED120912

TITLE THE URBAN SCHOOL SUPERINTENDENCY: A CENTURY AND A HALF OF CHANGE. FASTBACK SERIES, NO. 77. BICENTENNIAL SERIES.

AUTHOR(S) CUBAN, LARRY

SOURCE PHI DELTA KAPPA, BLOOMINGTON, IND.

NOTE 32 P.

PUB DATE 76

ABSTRACT

THE JOB OF SUPERINTENDENT IS TOUGH AND DEMANDING. ALTHOUGH CONDITIONS SEEM TO BE GETTING WORSE, THE JOB HAS ALWAYS BEEN DEMANDING BECAUSE OF ITS ORIGINS AND ITS RELATINSHIP WITH THE BOARD OF EDUCATION. AS THE JOB DEVELOPED, DOMINANT CONCEPTIONS OF LEADERSHIP DEVELOPED. THE THREE DOMINANT CONCEPTION--TEACHER-SCHOLAR, ADMINISTRATIVE CHIEF, AND NEGOTIATOR-STATESMAN-HAVE WAXED AND WANED AS TIME PASSED, YET THEY ARE ALL STILL PRESENT. THEY AROSE FROM THE NATURE OF THE SUPERINTENDENT-BOARD RELATIONSHIP AND FROM THE COMPETING ROLE DEMANDS OF THAT BESET THE SUPERINTENDENT WHO HAS TO BE CHIEF EXECUTIVE, PROFESSIONAL EXPERT ON EDUCATION, ADVISOR TO THE BOARD, AND SUPERVISOR. PRACTICES AND BELIEFS GREW UP AROUND THESE LEADERSHIP ROLE CONCEPTIONS THAT SEEMED TO SUCCEED IN INCREASING THE SUPERINTENDENT'S PRESTIGE, SALARY, AND TENURE. HOWEVER, THE SUPERINTENDENT HAS ALWAYS BEEN CIRCUMSCRIBED BY A COMPLEX ORGANIZATIONAL ROLE, THE HISTORICAL VULNERABILITY OF THE POSITION, AND THE PARTICULAR SET OF LARGER ENVIRONMENTAL FORCES TOUCHING THE LOCAL SCHOOL SYSTEM. THIS LATTER ASPECT WAS DOMINANT DURING THE 1960S. AT A TIME WHEN SHARP EXTERNAL PRESSURE STRIKES THE SCHOOLS, THE LEADERSHIP PATTERN WITH THE STRONGEST SURVIVAL POWER IS THE NEGOTIATOR-STATESMAN. (AUTHOR/IRT)

DESCRIPTORS

BOARDS OF EDUCATION
EDUCATIONAL HISTORY
LEADERSHIP STYLES
SCHOOL SUPERINTENDENTS
URBAN EDUCATION
EDUCATIONAL CHANGE
ETHICS
POLITICAL INFLUENCES
SUPERINTENDENT ROLE

AVAILABILITY: PHI DELTA KAPPA, EIGHTH AND UNION, BOX 789, BLOOMINGTON, INDIANA 47401 ($0.50, QUANTITY AND MEMBERHSIP DISCOUNTS; PAYMENT MUST ACCOMPANY ORDERS OF $5.00 OR LESS)

EDRS PRICE MF-$0.83 HC-$2.06 PLUS POSTAGE

CE 3.40 SCHOOL SUPERINTENDENT

REPORT NUMBER	ED119308
TITLE	COPING WITH PERSISTENT PROBLEMS OF THE SMALL DISTRICT SUPERINTENDENCY.
AUTHOR(S)	FRAZIER, ORVILLE P.
NOTE	8 P.; PAPER PRESENTED AT THE ANNUAL CONVENTION OF THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS (108TH, ATLANTIC CITY, NEW JERSEY, FEBRUARY 20-23, 1976)
PUB DATE	20 FEB 76

ABSTRACT

THE PROBLEMS OF A SMALL DISTRICT ARE VERY NEARLY THE SAME AS THOSE OF A LARGE DISTRICT. THE BEST WAY THE SUPERINTENDENT OF A SMALL DISTIRCT CAN COPE WITH DAILY PROBLEMS IS TO GET A GOOD BOARD OF EDUCATION BEHIND HIM, GET THE BOARD INVOLVED, PROVIDE THE BOARD WITH GOOD INSERVICE PROGRAMS, OBTAIN GOOD MIDDLE ADMINISTRATORS, GIVE PRINCIPALS FULL AUTHORITY, PAY PRINCIPALS WELL, GET A GOOD FACULTY, HAVE TEACHERS INTERVIEWED BY AND RESPONSIBLE TO PRINCIPALS, AND TELL CO-WORKERS WHEN THEY HAVE DONE A GOOD JOB AND GIVE THEM CREDIT. (AUTHOR/IRT)

DESCRIPTORS

BOARDS OF EDUCATION
ELEMENTARY SECONDARY EDUCATION
SUPERINTENDENT ROLE
EDUCATIONAL PROBLEMS
SCHOOL SUPERINTENDENTS

EDRS PRICE MF-$.83 HC-$1.67 PLUS POSTAGE

CE 3.40 SCHOOL SUPERINTENDENT

REPORT NUMBER ED014130

TITLE A STUDY OF COMMUNITY FACTORS RELATED TO THE TURNOVER OF SUPERINTENDENTS--COMMUNITY POWER, SCHOOL BOARD STRUCTURE, AND THE ROLE OF THE CHIEF SCHOOL ADMINISTRATOR.

AUTHOR(S) MCCARTY, DONALD J.; RASMEY, CHARLES E.

SOURCE CORNELL UNIV., ITHACA, N.Y.

NOTE 190 P.

PUB DATE MAY 67

ABSTRACT

A CONCEPTUAL MODEL FOR STUDYING THE OPERATION OF SOCIAL POWER IN SCHOOL SYSTEMS WAS DEVELOPED ON THE ASSUMPTION THAT A SCHOOL SYSTEM MUST BE UNDERSTOOD IN TERMS OF ITS SUPPORTING ENVIRONMENT. TWELVE DIRECTIONAL HYPOTHESES WERE TESTED TO DETERMINE CORRELATIONS BETWEEN FOUR TYPES OF COMMUNITY POWER STRUCTURES (DOMINATED, FACTIONAL, STATUS CONGRUENT, AND SANCTIONING), AND FOUR KINDS OF SUPERINTENDENT'S ROLES FUNCTIONARY, POLITICAL STRATEGIST, PROFESSIONAL ADVISOR, AND DECISIONMAKER). FINDINGS GENERALLY SUPPORTED THE STUDY'S MAJOR THESES OF A POSITIVE CORRELATION BETWEEN SIMILAR TYPES OF COMMUNITIES AND SCHOOL BOARDS AND A DIVERSE SET OF RELATIONSHIPS BETWEEN KINDS OF SUPERINTENDENT'S ROLES, WHEN CORRELATED WITH TYPES OF COMMUNITIES AND SCHOOL BOARDS. DATA FOR CHI SQUARE ANALYSIS WERE OBTAINED BY MEANS OF FOCUSED INTERVIEWS AND TAPE RECORDED RESEARCH CONDUCTED IN 51 COMMUNITIES IN THE NORTHEAST AND MIDWEST REPRESENTING 11 LARGE URBAN COMMUNITIES (ABOVE 25,000 POPULATION), 14 SMALL URBAN (2500-24,999), 10 SUBURBAN, AND 16 RURAL (UNDER 2500). TWO SPECIFIC RECOMMENDATIONS WERE FORMULATED FROM THE STUDY TO REDUCE THE SCHOOL SUPERINTENDENT'S VULNERABILITY TO SHORT TERM DEMANDS--(1) THE SCHOOL SUPERINTENDENT SHOULD BE GIVEN AT LEAST A THREE-YEAR CONTRACT RENEWABLE ANNUALLY, AND (2) STATE DEPARTMENTS OF EDUCATION SHOULD ASSUME RESPONSIBILITY FOR THE MANAGEMENT OF SCHOOL AT THE LOCAL LEVEL. (JK)

DESCRIPTORS
BOARDS OF EDUCATION
COMMUNITY INFLUENCE
COMPARATIVE ANALYSIS
EDUCATIONAL RESEARCH
LIVING STANDARDS
SCHOOL COMMUNITY RELATIONSHIP
SCHOOL SUPERINTENDENTS
SUPERINTENDENT ROLE
COMMUNITY ATTITUDES
COMMUNITY LEADERS
DECISION MAKING
HYPOTHESIS TESTING
POWER STRUCTURE
SCHOOL DISTRICTS
SCHOOL SYSTEMS

IDENTIFIERS
ITHACA

EDRS PRICE MF-$0.75 HC-$9.00 PLUS POSTAGE

CE-R 3.401 ELECTION PROCEDURES WHERE APPLICABLE IN ALABAMA

REPORT NUMBER ED122395

TITLE THE EFFECT OF PARTISAN ELECTIONS ON THE INCUMBENT DEFEAT-SUPERINTENDENT TURNOVER RELATIONSHIP

AUTHOR(S) MOEN, ALLEN W.

NOTE 18 P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (SAN FRANCISCO, CALIFORNIA, APRIL 19-23, 1976)

PUB DATE APR 76

ABSTRACT

THE POLITICAL NATURE OF EDUCATIONAL GOVERNANCE HAS BEEN ESTABLISHED IN OTHER PAPERS DEALING WITH SCHOOL BOARD ELECTIONS IN STATES NOT HAVING PARTISAN ELECTION OF SCHOOL BOARD MEMBERS. THE RESEARCH REPORTED IN THIS PAPER WAS CONDUCTED IN PENNSYLVANIA, A STATE IN WHICH CANDIDATES FOR THE SCHOOL BOARD MUST DECLARE THEIR PARTY AND RUN ON A PARTISAN TICKET. THIS RESEARCH WAS CONDUCTED TO DETERMINE THE EFFECT OF THE PARTISAN NATURE OF THE ELECTIONS ON THE GOVERNANCE OF THE SCHOOL DISTRICT AND, MORE SPECIFICALLY, TO STUDY THE EFFECT OF THE PARTISAN NATURE OF THE ELECTION ON ENCUMBENT SCHOOL BOARD MEMBER DEFEAT AND THE TURNOVER OF SUPERINTENDENTS IN DISTRICTS INVOLVED. ANALYSIS OF THE DATA REVEALED THAT INCUMBENT DEFEAT BROADLY DEFINED AS THE DEFEAT OF AN INCUMBENT IN EITHER THE PRIMARY OR GENERAL ELECTIONS IS THE MOST ACCURATE PREDICTOR OF INVOLUNTARY SUPERINTENDENT TURNOVER. INCREASED PREDICTIVE ACCURACY CANNOT BE OBTAINED BY EXAMINING ANY SPECIFIC CATEGORY OF INCUMBENT DEFEAT. THUS, THE FINDINGS IN PREVIOUS STUDIES TAKING PLACE IN NONPARTISAN SCHOOL BOARD ELECTIONS WERE FOUND TO BE EQUALLY APPLICABLE IN PARTISAN SCHOOL DISTRICT POLITICS. (AUTHOR/IRT)

DESCRIPTORS

BOARD CANDIDATES
EDUCATION
ELEMENTARY SECONDARY EDUCATION
POLITICAL INFLUENCES
POLITICS
BOARDS OF EDUCATION
ELECTIONS
POLITICAL AFFILIATION
POLITICAL ISSUES
SCHOOL SUPERINTENDENTS

IDENTIFIERS

PENNSYLVANIA

EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE

CE-R 3.401 ELECTION PROCEDURES WHERE APPLICABLE IN ALABAMA

REPORT NUMBER ED119378

TITLE ANTECEDENTS TO INCUMBENT DEFEAT AND SUPERINTENDENT TURNOVER.

AUTHOR(S) WALDEN, JOHN

NOTE 13 P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (SAN FRANCISCO, APRIL 19-23, 1976)

PUB DATE APR 76

ABSTRACT

THIS PAPER DISCUSSES THREE RELATED STUDIES CONDUCTED IN CALIFORNIA IN THE MID-1960S THAT INVESTIGATED FACTORS RELATED TO INCUMBENT DEFEAT IN SCHOOL BOARD OF ELCTIONS AND TURNOVER IN THE SCHOOL SUPERINTENDENCY. THE FIRST STUDY DEALT WITH TURNOVER IN THE SUPERINTENDENCY SUBSEQUENT TO DEFEAT OF A SINGLE INCUMBENT BOARD MEMBER; A SIGNIFICANT RELATIONSHIP WAS FOUND BETWEEN INCUMBENT DEFEAT AND INVOLUNTARY TURNOVER IN THE SUPERINTENDENCY. THE SECOND STUDY FOCUSED ON THE SELECTION OF NEW SUPERINTENDENTS FOLLOWING INCUMBENT DEFEAT. THIS STUDY SHOWED THAT 'NEW' SCHOOL BOARDS SELECTED 'OUTSIDERS' TO REPLACE SUPERINTENDENTS WHO LEFT THEIR POSITIONS SUBSEQUENT TO CHANGES ON THE BOARD. THE THIRD STUDY DEALT WITH PREDICTORS OF INCUMBENT DEFEAT. THE STRONGEST PREDICTORS IDENTIFIED WERE (1) PERCENTAGE CHANGE IN ASSESSED VALUATION EIGHT YEARS PRIOR TO THE FIRST DEFEAT OF AN INCUMBENT, (2) PERCENTAGE CHANGE IN AVERAGE DAILY ATTENDANCE IN THE THREE-YEAR PERIOD PRIOR TO INCUMBENT DEFEAT, ADN (3) THE RATIO OF VOTES AGAINST INCUMBENTS TO TOTAL VOTES CAST IN THE SCHOOL BOARD ELECTION IMMEDIATELY BEFORE THE ELECTION IN WHICH AN INCUMBENT WAS DEFEATED. (AUTHOR/JG)

DESCRIPTORS
ADMINISTRATOR SELECTION
BOARDS OD EDUCATION
ELECTIONS
FIELD STUDIES
PREDICTOR VARIABLES
SOCIOECONOMIC INFLUENCES
BOARD ADMINISTRATOR RELATIONSHIP
COMMUNITY CHANGE
ELEMENTARY SECONDARY EDUCATION
LABOR TURNOVER
SCHOOL SUPERINTENDENTS

IDENTIFIERS
CALIFORNIA

EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE

CEB 3.404 DUTIES OF SUPERINTENDENT

REPORT NUMBER ED020843

TITLE THE EVOLVING INTERMEDIATE UNIT.

AUTHOR(S) ISENBERG, ROBERT M.

NOTE 10 P.

PUB DATE 21 APR 66

ABSTRACT

THE TRADITIONAL CONCEPT OF THE INTERMEDIATE ADMINISTRATIVE SCHOOL UNIT IS THAT OF THE COUNTY SUPERINTENDENT OF SCHOOLS OPERATING AS AN ARM OF THE STATE, WITH REGULATORY POWERS AND REOCRD KEEPING DUTIES AS WELL AS EDUCATIONAL LEADERSHIP FUNCTIONS. THE NEW TYPE OF UNIT THAT IS EVOLVING IS LARGELY SERVICE ORTIENTED (I.E., SPECIAL EDUCATION, DATA PROCESSING, CURRICULUM SPECIALISTS, ETC.), AND USUALLY IT COVERS A MULTI-COUNTY AREA. WHEN DETERMINING THE ORGANIZATIONAL STURCTURE AND RESPONSIBILITIES OF THESE UNITS, IT MUST BE REMEMBERED THAT ALL LEVELS OF A 3-ECHELON STATE SCHOOL SYSTEM MAINTAIN A DELICATE BALANCE OF RELATIONSHIPS, AND EACH LEVEL REFLECTS CHANGES MADE IN ANY OTHER LEVEL. THE LEGISLATURE DELEGATES SPECIFIC FUNCTIONS TO THE VARIOUS LEVELS OF STATE ORGANIZATIONAL STRUCTURE. IT SHOULD BE REMEMBERED THAT LOCAL CONTROL OF EDUCATION IS IN EFFECT ONLY AS THE STATE LEGISLATURE CHOOSES TO MAKE IT, AND THAT NO IN-LINE STAFF HIERARCHY EXISTS BETWEEN THE DIFFERENT LEVELS. THIS PAPER WAS PRESENTED AT THE CONFERENCE ON SCHOOL DISTRICT REORGANIZATION AND THE INTERMEDIATE SERVICE UNIT (HARRISBURG, PA., APRIL 21-22, 1966). (DK)

DESCRIPTORS

ADMINISTRATIVE ORGANIZATION
BOARDS OF EDUCATION
GOVERNMENTAL STRUCTURE
LEADERSHIP RESPONSIBILITY
PROFESSIONAL SERVICES
STATE AGENCIES
STATE LAWS
STATE SCHOOL DISTRICT RELATIONSHIP
BOARD ADMINISTRATOR RELATIONSHIP
EVALUATION NEEDS
INTERMEDIATE ADMINISTRATIVE UNITS
LEGAL RESPONSIBILITY
REGIONAL COOPERATION
STATE DEPARTMENTS OF EDUCATION
STATE LEGISLATION

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

CEB 3.404 DUTIES OF SUPERINTENDENT

REPORT NUMBER EJ027271

TITLE IN THE EYE OF THE CITY

AUTHOR(S) HANSON, CARROLL

PUB DATE OCT 70

ABSTRACT
THE SOLUTION TO THE NEARLY IMPOSSIBLE BIG CITY SCHOOL SUPERINTENDENT'S JOB REQUIRES THE SCHOOL BOARD TO ASSUME THE ROLE OF CHANGE AGENT AND CONFINE THE SUPERINTENDENT TO ADMINISTRATION AND COMMUNICATION.

DESCRIPTORS
BOARDS OF EDUCATION
CHIEF ADMINISTRATORS
ROLE CONFLICT
SCHOOL SUPERINTENDENTS
CHANGE AGENTS
POLICY FORMATION
SCHOOL DISTRICTS

CITATION PHI DELTA KAPPAN; 52; 2; 116-118

CEB 3.404 DUTIES OF SUPERINTENDENT also, JGFA 10.614

REPORT NUMBER EJ105269

TITLE DON'T FORGET - FIRE SAFETY

PUB DATE NOV 74

ABSTRACT
ARTICLE CONSIDERED SCHOOL FIRE SAFETY, STUDENT PREPARATION IN CASE OF FIRE, AND THE RESPONSIBILITIES OF THE SCHOOL SUPERINTENDENT IN SETTING GUIDELINES FOR AN EFFECTIVE FIRE SAFETY PROGRAM. (RK)

DESCRIPTORS
FIRE PROTECTION
STUDENT EXPERIENCE
PROGRAM DEVELOPMENT
BOARDS OF EDUCATION
SAFETY
SCHOOL SUPERINTENDENTS
SUPERINTENDENT ROLE

CITATION NJEA REVIEW; 48; 3; 26-7

CEB 3.404 DUTIES OF SUPERINTENDENT

REPORT NUMBER EJ037924

TITLE THE SUPERINTENDENT'S CONTRACT. WHAT YOU AND YOUR BOARD SHOULD BARGAIN ABOUT

AUTHOR(S) THOMAS, M. DONALD

PUB DATE MAY 71

ABSTRACT

SUGGESTS THAT NEGOTIATIONS BETWEEN A BOARD OF EDUCATION AND THE SUPERINTENDENT ARE DIFFICULT AND CAN BE EMBARRASSING, BUT THEY CAN CONTRIBUTE TO AN UNDERSTANDING OF THE WAY TWO PARTIES WORK COOPERATIVELY FOR BETTER SCHOOLS. (JF)

DESCRIPTORS

BOARDS OF EDUCATION
CONTRACTS
SCHOOL SUPERINTENDENTS
CONTRACT SALARIES
NEGOTIATION AGREEMENTS
SUPERINTENDENT ROLE

CITATION NATION'S SCHOOLS; 87; 5; 65-67

CEB 3.404 DUTIES OF SUPERINTENDENT

REPORT NUMBER EJ028779

TITLE FOR ADMINISTRATORS CAUGHT BETWEEN KIDS AND COMMUNITY

AUTHOR(S) LADD, EDWARD T.

PUB DATE NOV 70

ABSTRACT

APPROACHES SUGGESTED FOR SCHOOL SUPERINTENDENTS IN MEDIATING BETWEEN AN INTELLECUTAL PROFESSION AND A NON-INTELLECTUAL, SOMETIMES ANTI-INTELLECTUAL, COMMUNITY. (AUTHOR)

DESCRIPTORS

BOARDS OF EDUCATION
COMMUNITY INFLUENCE
HIGH SCHOOL STUDENTS
SCHOOL SUPERINTENDENTS
CIVIL LIBERTIES
COURT LITIGATION
LEGAL RESPONSIBILITY
STUDENT ALIENATION

CITATION SCHOOL MANAGEMENT; 14; 11; 18, 21

CEB 3.404 DUTIES OF SUPERINTENDENT also, H 7.0

REPORT NUMBER EJ019902

TITLE NEW MANAGEMENT FIGURES IN MICHIGAN SCHOOL ADMINISTRATION

AUTHOR(S) ERICKSON, KAI L.

PUB DATE 70 APR

ABSTRACT

SCHOOL SUPERINTENDENTS RISK BEING BYPASSED IN THE PROCESS OF BARGAINING DUE TO THE EMERGENCE OF NEW MANAGEMENT FIGURES, USUALLY LABOR ATTORNEYS OR CONSULTANTS, WHO CONDUCT COLLECTIVE NEGOTIATIONS BETWEEN MANY SCHOOL BOARDS AND TEACHERS. (MF)

DESCRIPTORS
ADMINISTRATIVE PERSONNEL
COLLECTIVE NEGOTIATION
SCHOOL SUPERINTENDENTS
BOARDS OF EDUCATION
INDUSTRIAL RELATIONS
SPECIALISTS

CITATION PHI DELTA KAPPAN; 51; 8; 426-427

CEB 3.404 DUTIES OF SUPERINTENDENT

REPORT NUMBER EJ130382

TITLE THE SUPERINTENDENT'S ROLE IN TEACHER EVALUATION, RETENTION, AND DISMISSAL

AUTHOR(S) EYE, GLEN G.

PUB DATE JUL/AUG 75

DESCRIPTORS
SCHOOL SUPERINTENDENTS
TEACHER DISMISSAL
TEACHER EVALUATION
SUPERINTENDENT ROLE

IDENTIFIERS
TEACHER RETENTION

CITATION JOURNAL OF EDUCATIONAL RESEARCH;68; 10; 390-5

CEB 3.404 DUTIES OF SUPERINTENDENT

REPORT NUMBER EJ088254

TITLE THE SUPERINTENDENT'S MODEL FOR ADMINISTRATOR EVALUATIONS AT THE LINE AND STAFF LEVELS

AUTHOR(S) HARRIS, GEORGE W., JR.

PUB DATE W 73

DESCRIPTORS
ADMINISTRATOR EVALUATION
EVALUATION METHODS
PERFORMANCE SPECIFICATIONS
EVALUATION CRITERIA
LEADERSHIP QUALITIES
SCHOOL SUPERINTENDENTS

CITATION TENNESSEE EDUCATION; 3; 4; 22-31

CEB 3.404 DUTIES OF SUPERINTENDENT

REPORT NUMBER EJ105881

TITLE RESEARCH: INTERPERSONAL RELATIONS, COHABITATION, JOB DUTIES

PUB DATE OCT 74

ABSTRACT

NOTES ON TOPICS SUCH AS VERBAL AND NONVERBAL CUES FOR ENDING A CONVERSATION; ATTITUDES OF UNMARRIED COUPLES LIVING TOGETHER; AND RESPONSIBILITIES OF SCHOOL SUPERINTENDENTS. (JF)

DESCRIPTORS
INTERPERSONAL RELATIONSHIP
VERBAL COMMUNICATION
SCHOOL SUPERINTENDENTS
NONVERBAL COMMUNICATION
SCHOOL DISTRICTS

IDENTIFIERS
COHABITATION

CITATION NATION'S SCHOOLS AND COLLEGES; 1; 2; 54-56

CEB 3.404 DUTIES OF SUPERINTENDENT

REPORT NUMBER EJ115639

TITLE A LEXICOGRAPHIC COMBINATION MODEL OF DECISION MAKING BY SUPERINTENDENTS AMONG MULTIATRIBUTE INSTRUCTIONAL PROGRAM ALTERNATIVES.

AUTHOR(S) JANKE, ROBERT W.

PUB DATE W 74

ABSTRACT

THE DECISION-MAKING PROCESS OF 16 SUPERINTENDENTS IN CHOOSING AMONG ALTERNATIVE INSTRUCTIONAL PROGRAMS FOR ELEMENTARY LEVEL GRADES WAS STUDIED. THE ADDITIVE AND LEXICOGRAPHIC COMBINATION MODELS OF DECISION MAKING WERE INVESTIGATED FOR CONSISTENCY WITH THE PROCESS USED BY THE SS IN RANKING 27 ALTERNATIVE INSTRUCTIONAL PROGRAMS. (AUTHOR)

DESCRIPTORS

MODELS
ELEMENTARY EDUCATION
SCHOOL SUPERINTENDENTS
EDUCATIONAL ALTERNATIVES
DECISION MAKING
INSTRUCTIONAL PROGRAMS
RESEARCH PROJECTS
SCHOOL PHYCHOLOGISTS

CITATION JOURNAL OF SCHOOL PSYCHOLOGY; 12; 4; 318-325

CEB 3.404 DUTIES OF SUPERINTENDENT

REPORT NUMBER EJ059713

TITLE PREPARING SCHOOL LEADERS FOR EDUCATIONAL CHANGE

AUTHOR(S) GRANITO, JOHN A.

PUB DATE SPR 72

ABSTRACT

PAPER ATTEMPTS TO IDENTIFY TWO OF THE REASONS FOR THE SLOW PROGRESS OF SCHOOL SUPERINTENDENTS IN BRINGING POSITIVE, SIGNIFICANT, AND LASTING IMPROVEMENT TO THEIR SCHOOLS, AND TO DEVELOP A SCHEME FOR PREPARING CENTRAL STAFF AND SCHOOL PRINCIPALS FOR THE CHANGE PROCESS. (AUTHOR)

DESCRIPTORS

EDUCATIONAL ATTITUDES
INSERVICE EDUCATION
LEADERSHIP TRAINING
SCHOOL SUPERINTENDENTS
EDUCATIONAL CHANGE
LEADERSHIP RESPONSIBILITY
MODELS

CITATION JOURNAL OF RESEARCH AND DEVELOPMENT IN EDUCATION; 5; 3; 64-75

CEB 3.404 DUTIES OF SUPERINTENDENT also, CEG 3.408

REPORT NUMBER ED105565

TITLE BLUEPRINT FOR THE BEGINNING SUPERINTENDENT

AUTHOR(S) ELLENA, WILLIAM J.

NOTE 10 P.; PAPER PRESENTED AT AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS ANNUAL CONVENTION (107TH, DALLAS, TEXAS, FEBRUARY 21-24, 1975); BEST COPY AVAILABLE

PUB DATE 22 FEB 75

ABSTRACT

THIS PAPER PRESENTS NUMEROUS SUGGESTIONS AND GUIDELINES FOR THE SCHOOL ADMINISTRATOR WHO IS JUST BEGINNING A CAREER AS A SUPERINTENDENT OF SCHOOLS. THE AUTHOR OFFERS RECOMMENDATIONS DEALING WITH A WIDE RANGE OF TOPICS RELEVANT TO THE NOVICE SUPERINTENDENT, INCLUDING SELF-ANALYSIS AND EVALUATING JOB OPPORTUNITIES, GETTING ACQUAINTED WITH A NEW SCHOOL DISTRICT, DEALING WITH THE SCHOOL, PREPARING FOR THE FIRST SCHOOL BOARD MEETING, DEALING WITH PROFESSIONAL ASSOCIATES, DEALING WITH THE PUBLIC, AND DEALING WITH SUTDENTS. (JG)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
BOARDS OF EDUCATION
ELEMENTARY SECONDARY EDUCATION
PERSONNEL MANAGEMENT
SCHOOL DISTRICTS
SCHOOL SUPERINTENDENTS
ADMINISTRATOR GUIDES
EDUCATIONAL ADMINISTRATION
MEETINGS
PUBLIC RELATIONS
SCHOOL PERSONNEL
STUDENT OPINION

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

CEB 3.404 DUTIES OF SUPERINTENDENT also, CG 3.50

REPORT NUMBER ED061610

TITLE THE SUPERINTENDENT AND HIS CHIEF PERSONNEL ADMINISTRATOR: PUTTING IT ALL TOGETHER.

AUTHOR(S) WHITMER, DANA P.

NOTE 10 P.; SPEECH GIVEN BEFORE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS ANNUAL CONVENTION (104TH, ATLANTIC CITY, NEW JERSEY, FEBRUARY 12-16, 1972)

PUB DATE FEB 72

ABSTRACT

THIS SPEECH DISCUSSES THE ROLES OF THE SUPERINTENDENT AND THE CHIEF PERSONNEL ADMINISTRATOR. THE AUTHOR DESCRIBES AND THEN APPLIES THESE ROLES TO (1) EMPLOYMENT AND PLACEMENT, (2) EVALUATION AND FOLLOWUP, (3) COLLECTIVE BARGAINING, AND (4) ADMINISTRATIVE LEADERSHIP DEVELOPMENT. THE AUTHOR STRESSES THE IMPORTANCE OF THE SUPERINTENDENT AND THE CHIEF PERSONNEL ADMINISTRATOR WORKING TOGETHER AS A TEAM. A RELATED DOCUMENT IS EA 004 197. (JF)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
ADMINISTRATOR GUIDES
ADMINISTRATOR ROLE
PERSONNEL DIRECTORS
PERSONNEL NEEDS
SPEECHES
ADMINISTRATIVE POLICY
ADMINISTRATOR RESPONSIBILITY
BOARD OF EDUCATION POLICY
PERSONNEL MANAGEMENT
PERSONNEL POLICY
SUPERINTENDENTS

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

CEB 3.404 DUTIES OF SUPERINTENDENT

REPORT NUMBER ED109818

TITLE THE ROLE OF THE SUPERINTENDENT OF SCHOOLS IN MASSACHUSETTS. A HANDBOOK FOR SCHOOL COMMITTEES AND SUPERINTENDENTS.

AUTHOR(S) FITZGERALD, RONALD J.

SOURCE MASSACHUSETTS ADVISORY COUNCIL ON EDUCATION, BOSTON.; MASSACHUSETTS ASSOCIATION OF SCHOOL SUPERINTENDENTS, BOSTON.

NOTE 57 P.

PUB DATE JUN 75

ABSTRACT

THIS HANDBOOK DESCRIBES WHAT IT IS LIKE TO BE A SCHOOL SUPERINTENDENT IN AMSSACHUSETTS AND OFFERS CONCLUSIONS AND PRACTICAL SUGGESTIONS ON HOW SCHOOL BOARD MEMBERS, SUPERINTENDENTS, AND STATE OFFICIALS CAN MAXIMIZE THE EFFECTIVENESS AND PRODUCTIVITY OF THE SUPERINTENDENT. THE AUTHOR'S ANALYSIS OF THE SUPERINTENDENT'S ROLE IS BASED IN PART ON SURVEY RESPONSES FROM 255 OF THE 270 MASSACHUSETTS SCHOOL SUPERINTENDENTS, AND ON INFORMAL INTERVIEWS AND CONVERSATIONS WITH SUPERINTENDENTS AND SCHOOL BOARD MEMBERS. THE FINAL CHAPTER SUMMARIZES MANY OF THE SUGGESTIONS OFFERED THROUGHOUT THE BOOKLET AND PRESENTS FOUR CHECKLISTS OF RECOMMENDATIONS FOR STATE AGENCIES AND ORGANIZATIONS, BOARD MEMBERS, SUPERINTENDENTS, AND BOARD MEMBERS AND SUPERINTENDENTS, RESPECITIVELY. (AUTHOR/JG)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
EDUCATIONAL ADMINISTRATION
EMPLOYMENT PRACTICES
OCCUPATIONAL SURVEYS
STATE SCHOOL DISTRICT RELATIONSHIP
BOARD ADMINISTRATOR RELATIONSHIP
ELEMENTARY SECONDARY EDUCATION
LEGAL RESPONSIBILITY
SCHOOL SUPERINTENDENTS
SUPERINTENDENT ROLE

IDENTIFIERS

MASSACHUSETTS

AVAILABILITY: MASSACHUSETTS ASSOCIATION OF SCHOOL SUPERINTENDENTS, INC., ROOM 1114, 73 TREMONT STREET, BOSTON, MASSACHUSETTS 02108 ($1.50)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

CEB 3.404 DUTIES OF SUPERINTENDENT also, CG 3.50

REPORT NUMBER ED061609

TITLE THE SUPERINTENDENT AND HIS CHIEF PERSONNEL ADMINISTRATORS: PUTTING IT ALL TOGETHER.

AUTHOR(S) KAYE, BERNARD W.

NOTE 22 P.; PAPER PRESENTED AT AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS ANNAUL CONVENTION (104TH, ATLANTIC CITY, NEW JERSEY, FEBRUARY 12-16, 1972)

PUB DATE FEB 71

ABSTRACT

THIS SPEECH DISCUSSES THE ROLE OF THE CHIEF PERSONNEL ADMINISTRATOR, DESCRIBES CHALLENGES THAT THESE ADMINISTRATORS FACED IN THE 60S, AND OUTLINES PRINCIPLES UNDER WHICH THE PERSONNEL FUNCTION SHOULD OPERATE. FIFTEEN PRINCIPLES ARE CONSIDERED BY THE AUTHOR TO DELINEATE THE RESPONSIBILITIES OF CHIEF SCHOOL ADMINISTRATORS AND TO PROVIDE THE NECESSARY INGREDIENTS FOR THE EFFICIENT AND PRODUCTIVE OPERATION OF A SCHOOL SYSTEM. THE RESPONSIBILITIES OF THE EDUCATION BOARD AND THE SUPERINTENDENT ARE ALSO INDICATED. A RELATED DOCUMENT IS EA 004 198. (JF)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
ADMINISTRATIVE PRINCIPLES
ADMINISTRATOR ROLE
PERSONNEL DIRECTORS
PERSONNEL NEEDS
SPEECHES
ADMINISTRATIVE POLICY
ADMINISTRATOR RESPONSIBILITY
GUIDELINES
PERSONNEL MANAGEMENT
PERSONNEL POLICY
SUPERINTENDENTS

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CEB 3.404 DUTIES OF SUPERINTENDENT

REPORT NUMBER ED023173

TITLE THE ROLES OF THE SUPERINTENDENT AND SCHOOL BOARD IN COLLECTIVE NEGOTIATIONS. CHAPTER 11, TEACHERS, ADMINISTRATORS, AND COLLECTIVE BARGAINING.

AUTHOR(S) SHILS, EDWARD B.; WHITTIER, C. TAYLOR

NOTE 26 P.

PUB DATE 68

ABSTRACT

ATTITUDES OF FOUR GROUPS OF PROFESSIONAL EDUCATORS ARE COMPARED RESPECTING THE ROLE OF THE SUPERINTENDENT IN COLLECTIVE NEGOTIATIONS. THE AFT SEES HIM AS HEAD OF THE OPPOSITION'S NEGOTIATING TEAM. THE NEA SEES HIM AS A MEMBER OF THE PROFESSIONAL STAFF AND AS A NEUTRAL CATALYST PROVIDING RESOURCE INFORMATION WHILE TEACHER REPRESENTATIVES NEGOTIATE WITH A BOARD COMMITTEE. THA AASA SEES HIM IN THE DUAL ROLE OF CHIEF EXECUTIVE AND STAFF MEMBER, BUT ALSO AS AN INDEPENDENT THIRD PARTY PLAYING A SIGNIFICANT ROLE IN THE NEGOTIATION PROCESS. THE NSBA SEES HIM AS THE AGENT OF THE BOARD AND AS A CHANNEL AND INTERPRETER OF STAFF PROBLEMS. UNRESOLVED ASPECTS OF THE SUPERINTENDENT'S ROLE INCLUDE APPLYING THE SEPARATION-OF-POWER PRINCIPLE TO SCHOOL BOARD ORGANIZATION AND JOINT DECISION MAKING BY THE SUPERINTENDENT AND THE SCHOOL BOARD. (AUTHOR/JK)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
BOARDS OF EDUCATION
PROFESSIONAL ASSOCIATIONS
SUPERINTENDENT ROLE
TEACHERS
BOARD OF EDUCATION ROLE
COLLECTIVE NEGOTIATION
SCHOOL SUPERINTENDENTS
TEACHER ASSOCIATIONS

IDENTIFIERS

AASA
NEA
AFT
NSBA

AVAILABILITY: THOMAS Y. CROWELL COMPANY, 201 PARK AVENUE SOUTH, NEW YORK, NEW YORK 1003 (COMPLETE DOCUMENT 580 P., $9.50).

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

CEB 3.404 DUTIES OF SUPERINTENDENT

REPORT NUMBER ED018010

TITLE A Q-SORT ANALYSIS OF THE SUPERINTENDENT'S ROLE IN COLLECTIVE NEGOTIATIONS AS PERCEIVED BY SCHOOL PERSONNEL.

AUTHOR(S) URICH, TED

SOURCE IOWA UNIV., IOWA CITY. IOWA CENTER FOR RESEARCH IN SCHOOL ADMINISTRATION.

NOTE 7 P.

PUB DATE JAN 68

ABSTRACT

THIS STUDY INVESTIGATES THE AMOUNT OF AGREEMENT EXISTING BETWEEN SUPERINTENDENTS, SCHOOL BOARD MEMBERS, AND TEACHERS FROM RURAL, URBAN, AND CENTRAL CITY SCHOOL DISTRICTS CONCERNING THE ROLE OF THE SUPERINTENDENT IN THE COLLECTIVE NEGOTIATION PROCESS. TWENTY SCHOOL DISTRICTS PARTICIPATED IN THE STUDY. THESE DISTRICTS WERE DIVIDED INTO CATEGORIES OF CENTRAL CITY (GREATER THAN 50,000 INHABITANTS), URBAN (2,500-50,000 INHABITANTS), AND RURAL (LESS THAN 2.500 INHABITANTS). TWENTY SUPERINTENDENTS, 20 BOARD MEMBERS, AND 40 TEACHERS IN THESE DISTRICTS WERE ASKED TO SORT A 60-STATEMENT DECK OF Q-SORT ITEMS. EACH RESPONDENT WAS ASKED TO PLACE, IN RANK ORDER, HIS RESPONSES TO THE 60 STATEMENTS RELATING THE SUPERINTENDENT TO HIS ROLE IN COLLECTIVE NEGOTIATIONS AND TO THE SCOPE AND STRUCTURE OF THE NEGOTIATION PROCESS. TWO GROUPS WERE IDENTIFIED--FACTOR A, THOSE FROM URBAN AND RURAL SCHOOL DISTRICTS, AND FACTOR B, THOSE FROM CENTRAL CITY SCHOOL DISTRICTS. FACTOR A WAS RELUCTANT TO ACCEPT THE RESPONSIBILITY FOR DEVELOPING A QUALITY EDUCATIONAL PROGRAM AND UNDECIDED ABOUT THE TEACHERS' ORGANIZATION BEING A MECHANISM TO ACCOMPLISH IMPROVEMENTS IN WORKING CONDITIONS. THE FACTOR B GROUP INDICATED A GREATER PERCEPTION AND UNDERSTANDING ABOUT THE MORE CRUCIAL ISSUES AND COLLECTIVE NEGOTIATION PROCESS, AND WAS WILLING TO TAKE A STAND ON IMPORTANT ASPECTS IN THE COLLECTIVE NEGOTIATION PROCESS. THIS ARTICLE APPEAR IN THE 'RESEARCH DIGEST,' NUMBER 31, JANUARY, 1968. (HW)

DESCRIPTORS

BOARDS OF EDUCATION
Q SORT
SCHOOL DISTRICTS
SUPERINTENDENT ROLE
TEACHER ATTITUDES
COLLECTIVE NEGOTIATION
RURAL SCHOOLS
SCHOOL SUPERINTENDENTS
TEACHER ASSOCIATIONS
URBAN SCHOOLS

IDENTIFIERS

IOWA
IOWA CITY

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

CEB 3.404 DUTIES OF SUPERINTENDENT

REPORT NUMBER ED011704

TITLE IMPLICATIONS OF COLLECTIVE NEGOTIATION FOR THE ROLE OF SUPERINTENDENT.

AUTHOR(S) ALLEN, ROY B.

SOURCE ARKANSAS UNIV., FAYETTEVEILLE. COLL. OF EDUCATION.; UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION, COLUMBUS, OHIO.

NOTE 15 P.

PUB DATE 66

ABSTRACT

THE AUTHOR STATES THAT THREE DEFINITIONS OF THE SUPERINTENDENT'S ROLE ARE DISTINGUIDHED BY THE FORM OF THE PARTICULAR NEGOTIATION PROCESS--(1) SUPERINTENDENT UNINVOLVED, WITH NEGOTIATION CARRIED ON DIRECTLY BY TEACHER-ORGANICATION REPRESENTATIVES AND THE BOARD OF EDUCATION, (2) SUPERINTENDENT ACTING AS BOARD OF EDUCATION REPRESENTATIVE IN NEGOTIATION WITH TEACHERS' ORGANIZATION REPRESENTATIVES, AND (3) SUPERINTENDENT SERVING IN ONE OF SEVERAL CAPACITIES, PRIMARILY AS CONSULTANT, WITH BOTH BOARD OF EDUCATION AND TEACHERS' ORGANIZATION REPRESENTATIVES. THE SUPERINTENDENT'S ROLE IN COLLECTIVE NEGOTIATION WILL CONTINUE TO LACK DEFINITION UNTIL THE ROLE OF THE TEACHERS' ORGANIZATION IS MORE CLEARLY DEFINED. IN HIS ROLE AS ADMINISTRATOR, THE SUPERINTENDENT HAS RECEIVED SPECIFIC TRAINING AND IS PROFESSIONALLY QUALIFIED, WHEREAS REPRESENTATIVES OF TEACHERS' ORGANIZATIONS LACK TRAINING BOTH IN NEGOTIATION AND ADMINISTRATION AND ASSUME ADMINISTRATIVE FUNCTIONS THROUGH A NEGOTIATION PROCESS THAT IS MORE REVOLUTIONARY THAN EVOLUTIONARY. THE VIEW THAT THE SUPERINTENDENT REPRESENTS MANAGEMENT AND THE TEACHERS' ORGANIZATION REPRESENTS LABOR JEOPARDIZES THE SUPERINTENDENT'S ROLE AS THE EDUCATIONAL LEADER OF THE PROFESSIONAL STAFF. THE COMPLETE DOCUMENT 'COLLECTIVE NEGOTIATIONS AND EDUCATIONAL ADMINISTRATION,' OF WHICH THIS IS CHAPTER 8, IS AVAILABLE FROM THE UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION, 65 SOUTH OVAL DRIVE, COLUMBUS, OHIO 43210, AND FROM DR. ROY B. ALLEN, COLLEGE OF EDUCATION, UNIVERSITY OF ARKANSAS, FAYETTEVILLE, ARKANSAS 72701, FOR $2.50. (JK)

DESCRIPTORS

BOARDS OF EDUCATION
SCHOOL SUPERINTENDENTS
TEACHER ASSOCIATIONS
COLLECTIVE NEGOTIATION
SUPERINTENDENT ROLE

IDENTIFIERS

COLUMBUS
FAYETTEVILLE

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

CEB 3.404 DUTIES OF SUPERINTENDENT

REPORT NUMBER ED119303

TITLE THE SUPERINTENDENT'S ROLE IN TEACHER EVALUATION, RETENTION, AND DISMISSAL.

AUTHOR(S) HAMMONS, ABE L.

NOTE 6 P.; PAPER PRESENTED AT THE ANNUAL CONVENTION OF THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS (108TH, ATLANTIC CITY, NEW JERSEY, FEBRUARY 20-23, 1976)

PUB DATE 22 FEB 76

ABSTRACT

THE SPEAKER ACCEPTS THE THEORY THAT NOTHING HAPPENS FOR THE BETTERMENT OF EDUCATION UNTIL THE SUPERINTENDENT DEVELOPS AN EDUCATIONAL CLIMATE THAT IS CONDUCIVE TO A HEALTHY LEARNING SITUATION AND A POSITIVE ATTITUDE FROM THE COMMUNITY. A HEALTHY CLIMATE IS GREATLY ENHANCED WHEN THE PROCESS OF PERSONNEL EVALUATION STARTS WITH THE BOARD AND THE SUPERINTENDENT AND INCLUDES ALL OTHER PERSONNEL WITHIN THE SCHOOL DISTRICT. (AUTHOR/IRT)

DESCRIPTORS

EDUCATIONAL ENVIRONMENT
PERSONNEL EVALUATION
SUPERINTENDENT ROLE
TEACHER EVALUATION
ELEMENTARY SECONDARY EDUCATION
SCHOOL SUPERINTENDENTS
TEACHER DISMISSAL

EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE

CEB 3.404 DUTIES OF SUPERINTENDENT

REPORT NUMBER ED075923

TITLE INSIDE THE MANAGEMENT TEAM. A STUDY OF MANAGEMENT TEAM PATTERNS OF SCHOOL ORGANIZATIONS INCLUDING THE ROLE OF THE SUPERINTENDENT, DECISIONMAKING AND THE PROFESSIONAL WELFARE OF ADMINISTRATORS. RESEARCH MONOGRAPH NO. 1.

AUTHOR(S) AUKEE, WAINO E.; AND OTHERS

SOURCE METROPOLITAN DETROIT BUREAU OF SCHOOL STUDIES, INC., MICH.

NOTE 102 P.

PUB DATE 73

ABSTRACT

THE MANAGEMENT TEAM CONCEPT IN SCHOOL ADMINISTRATION IS CURRENTLY BEING ADOPTED BY SCHOOL DISTRICTS THROUGHOUT THE UNITED STATES. BASICALLY, THE CONCEPT REFERS TO THE INVOLVEMENT OF ALL LEVELS OF MANAGEMENT IN THE PLANNING, IMPLEMENTING, AND DECISIONMAKING PROCESS WHEN SUCH ACTIVITIES DIRECTLY AFFECT THEIR PROFESSIONAL RESPONSIBILITIES. ONE KEY FACTOR THAT MAY AFFECT THE DEGREE AND EFFECTIVENESS OF THIS MANAGEMENT INVOLVEMENT IS THE PATTERN OF ORGANIZATIONAL STRUCTURE AT THE MANAGEMENT LEVEL. THIS MONOGRAPH REPORTS ON THREE DISTINCT, YET RELATED, PIECES OF RESEARCH THAT FOCUSED ON THE RELATIONSHIP BETWEEN IDENTIFIABLE MANAGEMENT TEAM PATTERNS OF SCHOOL ORGANIZATIONAL STRUCTURE IN NUMEROUS PUBLIC SCHOOL SYSTEMS IN THE METROPOLITAN DETROIT AREA AND (1) THE INVOLVEMENT IN THE DECISIONMAKING PROCESS, (2) THE LEADER BEHAVIOR AND SUPERINTENDENTS, AND (3) THE PROFESSIONAL WELFARE OF ADMINISTRATORS. A SELECTED BIBLIOGRAPHY IS INCLUDED. (AUTHOR)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
DECISION MAKING
LEADERSHIP STYLES
PUBLIC SCHOOLS
RESEARCH
SCHOOL SUPERINTENDENTS
URBAN STUDIES
BOARDS OF EDUCATION
EDUCATIONAL ADMINISTRATION
PROFESSIONAL PERSONNEL
QUESTIONNAIRES
SCHOOL ORGANIZATION
TABLES (DATA)
WELFARE

IDENTIFIERS

MANAGEMENT TEAMS
MONOGRAPHS
METROPOLITAN DETROIT
PROFESSIONAL WELFARE

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EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

CED 3.405 APPOINTMENT OF SUPERINTENDENT

REPORT NUMBER ED119311

TITLE ESSENTIALS OF A GOOD CONTRACT FOR SUPERINTENDENTS.

AUTHOR(S) GRAHL, ELMER C.

NOTE 6 P.; PAPER PRESENTED AT THE ANNUAL CONVENTION OF THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS (108TH, ATLANTIC CITY, NEW JERSEY, FEBRUARY 20-23, 1976)

PUB DATE 20 FEB 76

ABSTRACT

THE AUTHOR DISCUSSES WHAT HE CONSIDERS TO BE THE ESSENTIALS OF A GOOD SUPERINTENDENT'S CONTRACT. HE COVERS SUCH AREAS AS DEFERRED COMPENSATION, CONTRACT LENGTH, VACATIONS, AND RETIREMENT. (IRT)

DESCRIPTORS

BOARDS OF EDUCATION
CONTRACT SALARIES
SCHOOL SUPERINTENDENTS
CONTRACTS
ELEMENTARY SECONDARY EDUCATION

EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE

CED 3.405 APPOINTMENT OF SUPERINTENDENT

REPORT NUMBER EJ012805

TITLE OUT TO BAG A SUPERINTENDENT? HERE'S THE METHOD TULSA USED TO BRING HOME A WINNER

AUTHOR(S) DOWLER, C. X.

PUB DATE 70 JAN

ABSTRACT

DESCRIBES A COMPREHENSIVE PLAN OF PROCEDURE FOR THE SELECTION OF A SCHOOL SUPERINTENDENT. (MF)

DESCRIPTORS

ADMINISTRATOR BACKGROUND
ADMINISTRATOR QUALIFICATIONS
ADMINISTRATOR SELECTION
COMMUNICATION SKILLS
COORDINATORS
EDUCATIONAL ADMINISTRATION
EDUCATIONAL EXPERIENCE
SCHOOL SUPERINTENDENTS

CITATION AMER SCH BOARD J; 157; 7; 29-31

CED 3.405 APPOINTMENT OF SUPERINTENDENT

REPORT NUMBER EJ035937

TITLE HOW TO PICK A NEW SUPERINTENDENT AND SHINE UP YOUR PUBLIC IMAGE WHILE YOU'RE AT IT

AUTHOR(S) JOHNSON, CARROLL F.

PUB DATE APR 71

DESCRIPTORS

ADMINISTRATOR SELECTION
COMMUNITY INVOLVEMENT
CONSULTANTS
PUBLIC RELATIONS
SCHOOL SUPERINTENDENTS

CITATION AMERICAN SCHOOL BOARD JOURNAL; 158; 10; 35-36

CED 3.405 APPOINTMENT OF SUPERINTENDENT

REPORT NUMBER ED022245

TITLE SELECTING A SCHOOL SUPERINTENDENT. REVISED 1968

SOURCE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, WASHINGTON, D.C.; NATIONAL SCHOOL BOARDS ASSOCIATION, EVANSTON, ILL.

NOTE 30 P.

PUB DATE 68

ABSTRACT

THE PRIMARY QUALIFICATIONS OF A SCHOOL SUPERINTENDENT ARE REVIEWED AS A GUIDE TO BOARDS OF EDUCATION IN THE SELECTION OF A NEW ADMINISTRATOR. TOPICS DISCUSSED INCLUDE THE CHARACTERISTICS OF A GOOD SUPERINTENDENT, HIS RESPONSIBILITIES, HIS RELATIONSHIPS WITH THE SCHOOL SYSTEM AND THE SCHOOL BOARD, PROCEDURES FOR HIS SELECTION (I.E., ANNOUNCEMENT OF VACANCY, EXAMINATION OF LOCAL CANDIDATES, INFORMING THE COMMUNITY), EXPECTATIONS OF THE BOARD AND THE SUPERINTENDENT, AND A SAMPLE SUPERINTENDENT'S CONTRACT.(JK)

DESCRIPTORS

ADMINISTRATOR CHARACTERISTICS
ADMINISTRATOR SELECTION
BOARDS OF EDUCATION
SCHOOL SUPERINTENDENTS
ADMINISTRATOR QUALIFICATIONS
BOARD ADMINISTRATOR RELATIONSHIP
CONTRACTS

AVAILABILITY: AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036 (STOCK NUMBER 021-00684, $1.00).

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

CED 3.405 APPOINTMENT OF SUPERINTENDENT

REPORT NUMBER ED082343

TITLE THE ARKANSAS SCHOOL SUPERINTENDENT. A RESEARCH BULLETIN.

AUTHOR(S) SALES, M. VANCE; TAYLOR, JOSEPH C.

SOURCE ARKANSAS STATE UNIV., JONESBORO

NOTE 91 P.; A RELATED DOCUMENT IS ED 056 368

PUB DATE OCT 73

ABSTRACT

THE RESEARCH DESIGN FOR THIS STUDY AROSE OUT OF A SIMILAR NATIONAL STUDY CONDUCTED BY THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS (SEE ED 056 368). ANALYSIS OF THE DATA REVEALS THAT THE ARKANSAS SUPERINTENDENT IS SLIGHTLY YOUNGER AND THAT HE ENTERS THE PROFESSION EARLIER THAN THE AVERAGE AMERICAN SCHOOL SUPERINTENDENT. IN ADDITION, HE HAS SLIGHTLY LESS TEACHING EXPERIENCE, STAYS LONGER IN HIS FIRST SUPERINTENDENCY, AND HAS FEWER YEARS OF EXPERIENCE AS A SUPERINTENDENT. HIS SALARY IS LOWER THAN THE NATIONAL AVERAGE, BUT HIS PROFESSIONAL PREPARATION COMPARES FAVORABLY. ARKANSAS SUPERINTENDENTS REPORT THEY WORK AN AVERAGE OF 54.5 HOURS PER WEEK (AS AGAINST A 56.1 NATIONAL AVERAGE), AND THEOVERWHELMING RATIO OF MEN TO WOMEN IN THE JOB IS THE SAME. (AUTHOR)

DESCRIPTORS
ADMINISTRATIVE PERSONNEL
ADMINISTRATOR BACKGROUND
ADMINISTRATOR EDUCATION
COMPARATIVE ANALYSIS
PUBLIC SCHOOL SYSTEMS
SCHOOL SUPERINTENDENTS
TABLES (DATA)
ADMINISTRATOR ATTITUDES
ADMINISTRATOR CHARACTERISTICS
ADMINISTRATOR QUALIFICATIONS
EDUCATIONAL EXPERIENCE
QUESTIONNAIRES
SURVEYS

IDENTIFIERS
ARKANSAS

EDRS PRICE MF-$0.75 HC-$4.20 PLUS POSTAGE

CED 3.405 APPOINTMENT OF SUPERINTENDENT

REPORT NUMBER ED119316

TITLE SELECTING A NEW SUPERINTENDENT. REVISED.

AUTHOR(S) LEWIS, EDMUND L., ED.

SOURCE ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS.; CALIFORNIA SCHOOL BOARDS ASSOCIATION, SACRAMENTO.

NOTE 28 P.; FOR RELATED DOCUMENT, SEE ED 049 523. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT

PUB DATE MAR 76

ABSTRACT

THIS PUBLICATION WAS PREPARED JOINTLY BY THE CALIFORNIA SCHOOL BOARDS ASSOCIATION AND THE ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS TO ASSIST LOCAL SCHOOL DISTRICTS IN SELECTING AND HIRING A NEW SCHOOL SUPERINTENDENT. BECAUSE THE NEEDS AND RESOURCES OF EACH SCHOOL DISTRICT DIFFER CONSIDERABLY, THE BOOKLET ATTEMPTS TO PRESENT GENERAL GUIDELINES AND PROCEDURES THAT CAN BE READILY ADAPTED TO THE NEEDS OF LARGE AND SMALL DISTRICTS ALIKE. THE BOOKLET IS ORGANIZED IN THREE SECTIONS THAT FOCUS IN TURN ON THE ROLES OF THE SCHOOL BOARD, THE ADVISOR TO THE SCHOOL BOARD, AND THE APPLICANT SCREENING COMMITTEE IN THE RECRUITMENT AND SELECTION PROCESS. ALSO INCLUDED ARE A NUMBER OF APPENDIXES THAT PRESENT SAMPLE RECRUITMENT BROCHURES, APPLICATION FORMS, EMPLOYMENT CONTRACTS, AND OTHER RELEVANT INFORMATION. (JG)

DESCRIPTORS

ADMINISTRATION SELECTION
BOARD OF EDUCATION ROLE
ELEMENTARY SECONDARY EDUCATION
JOB APPLICATION
RECRUITMENT

ADVISORY COMMITTEES
CONTRACTS
GUIDELINES
PERSONNEL POLICY
SCHOOL SUPERINTENDENTS

AVAILABILITY: CALIFORNIA SCHOOL BOARDS ASSOCIATION, 800 NINTH STREET, SUITE 201, SACRAMENTO, CALIFORNIA 95814 ($3.00)

EDRS PRICE MF-$0.83 PLUS POSTAGE. HC NOT AVAILABLE FROM EDRS.

CEE 3.406 COMPENSATION AND BENEFITS

REPORT NUMBER EJ003688

TITLE SALARIES PAID SUPERINTENDENTS IN LARGE SCHOOL SYSTEMS

PUB DATE 69 MAY

DESCRIPTORS

GEOGRAPHIC DISTRIBUTION	SALARY DIFFERENTIALS
SCHOOL SUPERINTENDENTS	SCHOOL SYSTEMS

CITATION NEA RES BULL; 47; 2; 61

CEE 3.406 COMPENSATION AND BENEFITS

REPORT NUMBER EJ017318

TITLE SALARIES PAID SUPERINTENDENTS

PUB DATE 70 MAR

DESCRIPTORS

SALARIES	SCHOOL SUPERINTENDENTS
TABLES (DATA)	

CITATION NEA RES BULL; 48; 1; 19

CEE 3.406 COMPENSATION AND BENEFITS also, CE 3.40

REPORT NUMBER EJ039789

TITLE THE SUPERINTENDENT: WHAT MAKES HIM WHAT HE IS?

AUTHOR(S) GREGG, RUSSELL T.; KNEZEVICH, STEPHEN J.

PUB DATE JUN 71

ABSTRACT
REPORTS ON A NATIONAL SURVEY THAT GIVES A PORTRAIT OF THE AMERICAN SCHOOL SUPERINTENDENT--THE KIND OF EDUCATION HE BRINGS TO THE JOB TODAY, THE EXPERIENCE HE HAS HAD, THE SALARY HE IS EARNING, AND THE OBSTACLES HE SEES TO THE PERFORMANCE OF HIS DUTIES. (AUTHOR)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL	NATIONAL SURVEYS
SCHOOL DISTRICTS	SCHOOL SUPERINTENDENTS
SUPERINTENDENT ROLE	

CITATION AMERICAN SCHOOL BOARD JOURNAL; 158; 12; 12-17

CEE 3.406 COMPENSATION AND BENEFITS

REPORT NUMBER ED082280

TITLE FRINGE BENEFITS FOR SUPERINTENDENTS OF SCHOOLS. ERS CIRCULAR NO. 3

SOURCE EDUCATIONAL RESEARCH SERVICE, WASHINGTON, D.C.

NOTE 29 P.

PUB DATE JUN 70

ABSTRACT

TO MEET THE NEED ON THE PART OF SUPERINTENDENTS AND SCHOOL BOARDS FOR DATA ON NONSALARY BENEFITS PROVIDED THE ADMINISTRATIVE HEADS OF LOCAL SCHOOL SYSTEMS THROUGHOUT THE COUNTRY, QUESTIONNAIRES WERE SENT TO SUPERINTENDENTS OF THE 555 SCHOOL SYSTEMS ENROLLING 12,000 OR MORE PUPILS AND TO 318 SUPERINTENDENTS IN SMALLER SYSTEMS. THE FINDINGS, DISCUSSED IN THE TEXT AND SUMMARIZED IN A SERIES OF TABLES, CONCERN SALARIES, LENGTH OF CONTRACTS, ANNUAL PAID VACATION, INDISTRICT TRANSPORTATION ARRANGEMENTS, LEAVES OF ABSENCE, GROUP INSURANCE COVERAGE, RETIREMENT INCOME, PROFESSIONAL OBLIGATION EXPENSES, RELOCATION EXPENSES, AND OTHER FRINGE BENEFITS PROVIDED. (AUTHOR/MLF)

DESCRIPTORS

CONTRACTS
INSURANCE PROGRAMS
PROFESSIONAL ASSOCIATIONS
QUESTIONNAIRES
SALARIES
SCHOOL SUPERINTENDENTS
TABLES (DATA)
FRINGE BENEFITS
LEAVE OF ABSENCE
PROFESSIONAL CONTINUING EDUCATION
RETIREMENT
SCHOOL DISTRICTS
STATISTICAL DATA
TRANSPORTATION

AVAILABILITY: EDUCATIONAL RESEARCH SERVICE, BOX 5, NEA BUILDING, 1201
SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036 ($1.25)

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CEG 3.408 DEVELOPMENT OPPORTUNITIES

REPORT NUMBER EJ123143

TITLE PROFESSIONALIZATION OF SCHOOL SUPERINTENDENTS: A SOCIOCULTURAL STUDY OF AN ELITE PROGRAM

AUTHOR(S) KHLEIF, BUD B.

PUB DATE FALL 75

ABSTRACT

THE RESOCIALIZATION PROCESS RELATIVE TO THE GRADUCATING SCHOOL SUPERINTENDENT IS DESCRIBED IN TERMS OF A 3 YEAR DOCTORAL TRAINING PROGRAM AT A LEADING NORTH AMERICAN UNIVERSITY. (JC)

DESCRIPTORS

ACCULTURATION	CULTURALLY ADVANTAGED
PROGRAM DESCRIPTIONS	PROFESSIONAL TRAINING
SCHOOL SUPERINTENDENTS	ADMINISTRATOR EDUCATION
HIGHER EDUCATION	POLITICAL INFLUENCES
SOCIOECONOMIC STATUS	SOCIALIZATION

CITATION HUMAN ORGANIZATION; 34; 3; 301-308

CEG 3.408 DEVELOPMENT OPPORTUNITIES

REPORT NUMBER EJ115901

TITLE TESTING TIME FOR THE PRACTITIONER AND THE PROFESSOR

AUTHOR(S) MOSER, ROBERT P.

PUB DATE APR 75

ABSTRACT

PROPOSES ADMINISTRATOR EDUCATION PROGRAMS INVOLVING THE UNIVERSITY AND THE LOCAL SCHOOL DISTRICT IN SHARING KNOWLEDGE AND PERSONNEL. (MLF)

DESCRIPTORS

SCHOOL SUPERINTENDENTS	ADMINISTRATOR EDUCATION
PROFESSORS	INSERVICE PROGRAMS
INTERINSTITUTIONAL COOPERATION	SUPERINTENDENT ROLE
COLLECTIVE NEGOTIATION	HIGHER EDUCATION

CITATION APSS KNOW HOW; 26; 8; 1-3

CEG 3.408 DEVELOPMENT OPPORTUNITIES

REPORT NUMBER EJ080138

TITLE THE BLACK SUPERINTENDENT

AUTHOR(S) MOODY, CHARLES D.

PUB DATE MAY 73

ABSTRACT

EXPERIENCES SUGGEST THAT BLACK SUPERINTENDENTS ARE NOT APPOINTED IN DISTRICTS WHICH PROVIDE THEM WITH THE TIME AND RESOURCES TO DEVELOP CREATIVE EDUCATIONAL PROGRAMS RELEVANT TO THEIR SCHOOL COMMUNITY. (AUTHOR/CB)

DESCRIPTORS

SCHOOL SUPERINTENDENTS	NEGROES
EQUAL OPPORTUNITIES (JOBS)	SUPERINTENDENT ROLE
BOARDS OF EDUCATION	SURVEYS

CITATION SCHOOL REVIEW; 81; 3; 375-82

CEI 3.410 EVALUATION OF SUPERINTENDENT

REPORT NUMBER EJ071423

TITLE CASE STUDY NO. 8A: EVALUATION OF SUPERINTENDENT (A MEANS FOR SURVIVAL)

AUTHOR(S) HOFFNER, JAMES R.

PUB DATE NOV 72

ABSTRACT

IT IS IMPERATIVE THAT TODAY'S SCHOOL SUPERINTENDENT HAVE A GOOD FORMALIZED, WRITTEN PERFORMANCE EVALUATION BASED UPON THREE MAIN CRITERIA: (1) POSITION DESCRIPTION; (2) ROLE EXPECTATIONS; (3) MANAGEMENT BY OBJECTIVES

DESCRIPTORS
ADMINISTRATOR EVALUATION
EVALUATION METHODS
OBJECTIVES
SCHOOL SUPERINTENDENTS
CASE STUDIES
GUIDELINES
PERFORMANCE CRITERIA
SUPERINTENDENT ROLE

IDENTIFIERS
CALIFORNIA
SANTA CLARA UNIFIED SCHOOL DISTRICT

CITATION THRUST FOR EDUCATION LEADERSHIP; 2; 2; 40-1

CEI 3.410 EVALUATION OF SUPERINTENDENT

REPORT NUMBER EJ071424

TITLE CASE STUDY NO. 8B: PERFORMANCE EVALUATION: STARTING WITH THE SUPERINTENDENT

AUTHOR(S) HAWKINS, WILBUR D.

PUB DATE NOV 72

ABSTRACT

IN THE TAMALPAIS HIGH SCHOOL DISTRICT THE PERFORMANCE REQUIREMENTS FOR THE SUPERINTENDENT SERVE AS THE BASIS FOR THE MAJOR PERFORMANCE REQUIREMENTS FOR HIS ADMINISTRATIVE STAFF. (AUTHOR)

DESCRIPTORS

ADMINISTRATOR EVALUATION
EVALUATION METHODS
PERFORMANCE CONTRACTS
PERSONNEL EVALUATION
CASE STUDIES
GUIDELINES
PERFORMANCE SPECIFICATIONS
SCHOOL SUPERINTENDENTS

IDENTIFIERS

CALIFORNIA
TAMALPAIS UNION HIGH SCHOOL DISTRICT

CITATION THRUST FOR EDUCATION LEADERSHIP; 2; 2; 42-4

CEI 3.410 EVALUATION OF SUPERINTENDENT also, BBD 2.214

REPORT NUMBER EJ110941

TITLE BOARD MEMBERS PINPOINT THE KINDS OF SUPERINTENDENTS WHO EMBARRASS THEIR PEERS AND EMBATTLE THEIR BOARDS

AUTHOR(S) MULLINS, CAROLYN

PUB DATE FEB 75

ABSTRACT

SCHOOL BOARD MEMBERS DISCUSS SUPERINTENDENT-SCHOOL BOARD RELATIONS AND THE ERRORS SUPERINTENDENTS COMMIT IN THAT RELATIONSHIP. (DW)

DESCRIPTORS

BOARDS OF EDUCATION
COMMUNICATION PROBLEMS
SUPERINTENDENT ROLE
BOARD OF EDUCATION ROLE
GOVERNANCE
SCHOOL SUPERINTENDENTS
POLICY FORMATION
BOARD OF EDUCATION POLICY
ADMINISTRATOR RESPONSIBILITY

IDENTIFIERS

ELEMENTARY SECONDARY EDUCATION

CITATION AMERICAN SCHOOL BOARD JOURNAL; 162; 2; 23, 26-29

CEI 3.410 EVALUATION OF SUPERINTENDENT

REPORT NUMBER EJ040144

TITLE EVALUATING YOUR SUPERINTENDENT

AUTHOR(S) MCCARTY, DONALD J.

PUB DATE JUL 71

DESCRIPTORS

BOARDS OF EDUCATION	EVALUATION METHODS
FEEDBACK	SCHOOL SUPERINTENDENTS
TASK PERFORMANCE	TEAM ADMINISTRATION

CITATION SCHOOL MANAGEMENT; 15; 7; 38-39, 44

CEI 3.410 EVALUATION OF SUPERINTENDENT

REPORT NUMBER EJ087721

TITLE HOW DOES YOUR SUPERINTENDENT RATE? QUESTIONS THAT WILL HELP YOU GIVE AN ANSWER

AUTHOR(S) FITZWATER, IVAN W.

PUB DATE NOV-DEC 73

ABSTRACT

AREAS OF COMPETENCE TO BE REVIEWED AS THE BOARD AND SUPERINTENDENT MEET INCLUDE EDUCATIONAL PROGRAM, LONG-RANGE PLANNING, BUSINESS MANAGEMENT, STAFF DEVELOPMENT, PUBLIC RELATIONS, AND PERSONAL CONSIDERATIONS. (AUTHOR/MF)

DESCRIPTORS

SCHOOL SUPERINTENDENTS	QUALIFICATIONS
EVALUATION	BOARD ADMINISTRATOR RELATIONSHIP
ADMINISTRATOR GUIDES	

CITATION SCHOOL MANAGEMENT; 17; 9; 26

CEI 3.410 EVALUATION OF SUPERINTENDENT

REPORT NUMBER EJ088712

TITLE CHANGES IN SUPERINTENDENTS' PERCEIVED BEHAVIORS FOLLOWING FEEDBACK FROM PRINCIPALS AND SCHOOL BOARD MEMBERS

AUTHOR(S) BARTZ, DAVID E.

PUB DATE DEC 73

DESCRIPTORS

BEHAVIOR CHANGE	SCHOOL SUPERINTENDENTS
FEEDBACK	PRINCIPALS
BOARDS OF EDUCATION	

CITATION JOURNAL OF EDUCATIONAL RESEARCH; 67; 4; 157-60

CEI 3.410 EVALUATION OF SUPERINTENDENT also, GBI 7.611

REPORT NUMBER EJ077905

TITLE EVALUATION AND DUE PROCESS: LEGAL ASPECTS

AUTHOR(S) DE VAUGHN, J. EVERETTE

PUB DATE FEB 73

ABSTRACT

CITIES COURT DECISIONS WHICH POINT OUT THE NEED FOR FAIR EVALUATION SYSTEMS IF PERSONNEL ARE TO ENJOY DUE PROCESS AND SCHOOL BOARDS ARE TO BE LESS VULNERABLE TO ATTACKS IN COURTS OF LAW. (AUTHOR/MF)

DESCRIPTORS

COURT LITIGATION	DUE PROCESS
EVALUATION METHODS	HIGHER EDUCATION
PROBATIONARY PERIOD	SUPREME COURT LITIGATION
TEACHER EVALUATION	

CITATION NATIONAL ELEMENTARY PRINCIPAL; 52; 5; 88-91

CEI 3.410 EVALUATION OF SUPERINTENDENT

REPORT NUMBER ED073071

TITLE EVALUATING THE SUPERINTENDENT OF SCHOOLS. EDUCATIONAL RESEARCH SERVICE CIRCULAR NO. 6, 1972

AUTHOR(S) STEMNOCK, SUZANNE K.

SOURCE EDUCATIONAL RESEARCH SERVICE, WASHINGTON D.C.

NOTE 35 P.

PUB DATE NOV 72

ABSTRACT

THIS REPORT PRESENTED FORMS AND GUIDELINES FOR EVALUATING A SUPERINTENDENT OF SCHOOLS. FORMS WERE CONTRIBUTED BY FORT WORTH, TEXAS; CALIFORNIA SCHOOL BOARDS ASSOCIATION AND ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS; TULSA, OKLAHOMA; TEXAS ASSOCIATION OF SCHOOL BOARDS; MADISON, WISCONSIN; POMONA UNIFIED SCHOOL DISTRICT; ROSEVILLE, MICHIGAN; LANSING, MICHIGAN; AND WAYNE-WESTLAND COMMUNITY SCHOOLS, MICHIGAN. THE EMPHASIS OF THE FORMS DIFFERED; EVALUATION WAS BASED ON JOB DESCRIPTION AND PERFORMANCE OBJECTIVES. GUIDELINES FOR EVALUATION WERE DESCRIBED IN THE REPORT. STRESS WAS PLACED ON CRITERIA TO BE EVALUATED; SCHEDULE FOR TIME, PLACE AND FREQUENCY OF EVALUATION; DISCUSSION OF STRENGTHS AND WEAKNESSES; OBJECTIVE EVIDENCE AND RATIONALE FOR BASIS OF JUDGEMENT. A FIVE ITEM BIBLIOGRAPHY WAS INCLUDED. (BRB)

DESCRIPTORS

ADMINISTRATOR EVALUATION
EVALUATION CRITERIA
EVALUATION TECHNIQUES
SCHOOL SUPERINTENDENTS
BOARD OF EDUCATION ROLE
EVALUATION METHODS
OCCUPATIONAL INFORMATION
TASK PERFORMANCE

AVAILABILITY: EDUCATIONAL RESEARCH SERVICE, 1201 SIXTEENTH ST., N.W.,
WASHINGTON, D.C. 20036 ($2.00)

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

CEI 3.410 EVALUATION OF SUPERINTENDENT

REPORT NUMBER ED114941

TITLE GUIDELINES FOR EVALUATING A SUPERINTENDENT (TO ASSIST SCHOOL BOARD MEMBERS IN PLANNING AND IN EVALUATION).

SOURCE CALIFORNIA SCHOOL BOARDS ASSOCIATION, SACRAMENTO.

NOTE 14 P.

PUB DATE APR 75

ABSTRACT

THIS PUBLICATION IS INTENDED TO AID LOCAL SCHOOL BOARD MEMBERS IN ESTABLISHING PROCEDURES AND PRIORITIES FOR EVALUATING THE PERFORMANCE OF THEIR DISTRICT SUPERINTENDENT. EXCEPT FOR A BRIEF INTRODUCTORY SECTION, THE ENTIRE PUBLICATION CONSISTS OF A MODEL COMPREHENSIVE EVALUATION INSTRUMENT. THE EVALUATION MODEL IS ORGANIZED IN TWO MAIN SECTIONS, ONE DEVOTED TO ASSESSING THE STATUS OF THE SCHOOL DISTRICT AND THE OTHER CONCERNED WITH PERSONAL EVALUATION OF THE SUPERINTENDENT. SECTION 1 OFFERS FOR CONSIDERATION APPROXIMATELY 150 CRITERIA DEALING WITH THE FOLLOWING TOPICS: ADMINISTRATIVE ORGANIZATION OF THE SCHOOL DISTRICT, CURRICULUM AND INSTRUCTION, RESPONSIVENESS TO LEARNERS' NEEDS AND ASPIRATIONS, EMPLOYEE AND PUPIL PERSONNEL SERVICES, PERSONNEL MATTERS, SCHOOL PLANT PLANNING AND MANAGEMENT, BUSINESS AND FINANCIAL MANAGEMENT, COMMUNITY RELATIONSHIPS, AND ADMINISTRATION OF THE DISTRICT. SECTION 2 CONTAINS APPROXIMATELY 50 CRITERIA CONCERNED WITH SUPERINTENDENT-BOARD RELATIONSHIPS, SUPERINTENDENT-STAFF RELATIONSHIPS, SUPERINTENDENT-COMMUNITY RELATIONSHIPS, EDUCATIONAL LEADERSHIP, BUSINESS AND FINANCIAL MANAGEMENT, AND PERSONAL QUALITIES OF THE SUPERINTENDENT. (JG)

DESCRIPTORS

ADMINISTRATOR EVALUATION
BOARD OF EDUCATION POLICY
EVALUATION CRITERIA
GUIDELINES
SCHOOL SUPERINTENDENTS
BOARD ADMINISTRATOR RELATIONSHIP
ELEMENTARY SECONDARY EDUCATION
EVALUATION METHODS
MODELS
SUPERINTENDENT ROLE

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

CEJ 3.411 REMOVAL OF SUPERINTENDENT

REPORT NUMBER EJ043524

TITLE SUPERINTENDENT FIRED

PUB DATE OCT 71

ABSTRACT

DR. GEORGE G. GARVER, AWARD-WINNING SUPERINTENDENT OF THE HOUSTON SCHOOL DISTRICT AND SUBJECT OF EA 501 970, AN ARTICLE BY MOSELLE BOLAND DESCRIBING GARVER'S SUCCESSES, OUSTED BY THE BOARD OF EDUCATION. (EA)

DESCRIPTORS

ADMINISTRATIVE PROBLEMS
BOARD ADMINISTRATOR RELATIONSHIP
CONTRACTS
EDUCATIONAL ENVIRONMENT
SCHOOL SUPERINTENDENTS
ADMINISTRATOR EVALUATION
CONFLICT
EDUCATIONAL ADMINISTRATION
POLITICS

IDENTIFIERS

CONTRACT TERMINATION

CITATION SCHOOL MANAGEMENT; 15; 10; 21

CEJ 3.411 REMOVAL OF SUPERINTENDENT

REPORT NUMBER EJ055431

TITLE HOW TO FIRE A SUPERINTENDENT

PUB DATE APR 72

DESCRIPTORS
ADMINISTRATOR EVALUATION
BOARD OF EDUCATION POLICY
BOARDS OF EDUCATION
ADMINISTRATOR QUALIFICATIONS
BOARD ADMINISTRATOR RELATIONSHIP
SCHOOL SUPERINTENDENTS

CITATION AMERICAN SCHOOL BOARD JOURNAL; 159; 10; 21-24

CEJ 3.411 REMOVAL OF SUPERINTENDENT

REPORT NUMBER EJ040715

TITLE YOUR SUPERINTENDENT: WHEN TO RECHARGE HIM--OR DISCHARGE HIM

AUTHOR(S) TURNER, LOYD L.

PUB DATE JUL 71

ABSTRACT
METHOD OF SUPERINTENDENT EVALUATION USED BY THE FORT WORTH BOARD OF EDUCATION. (LR)

DESCRIPTORS
ADMINISTRATOR EVALUATION
SCHOOL SUPERINTENDENTS
EVALUATION METHODS

CITATION AMERICAN SCHOOL BOARD JOURNAL; 159; 1; 16-19

CEJ 3.411 REMOVAL OF SUPERINTENDENT

REPORT NUMBER ED113853

TITLE LEGAL PROBLEMS IN TERMINATING A SUPERINTENDENT'S CONTRACT.

AUTHOR(S) BROWN, MANNY S.

SOURCE NATIONAL ORGANIZATION ON LEGAL PROBLEMS OF EDUCATION, TOPEKA, KANS.

NOTE 5 P.; CHAPTER 20 OF EA 007 648

PUB DATE 75

ABSTRACT

ATTEMPTS TO WRITE DEFINITELY ON PUBLIC SCHOOL ADMINISTRATORS' RIGHTS TO CONTINUING EMPLOYMENT ARE RISKY BECAUSE STATES VARY SO WIDELY IN THEIR STATUTES. THERE IS NOT MUCH LITIGATION ABOUT ADMINISTRATORS' RIGHTS BECAUSE IN MOST STATES ADMINISTRATORS ARE NOT COVERED BY THE SAME TENURE LAWS THAT PROTECT TEACHER EMPLOYMENT. STATUTORY LAW IN SOME STATES ALLOSW LOCAL BOARDS TO REASSIGN A PRINCIPAL BACK TO CLASSROOM DUTY WITHOUT THE NECESSITY OF A HEARING ON THE MERITS BECAUSE PERSONS MAY BECOME ELIGIBLE FOR TENURE AS TEACHERS BUT NOT AS PRINCIPALS. SCHOOL ADMINISTRATORS ARE CONSIDERED TO BE DISTRICT EMPLOYEES, NOT OFFICIALS, AND SERVE AT THE PLEASURE OF THE BOARD; THEREFORE, THEY ARE MORE LIKELY TO BE CONTROLLED BY THE CONDITIONS OF THEIR CONTRACT, WHICH CAN CONTAIN A NO-TENURE CLAUSE AND THE 30-DAY TERMINATION PROVISION AS PART OF THE CONDITIONS OF EMPLOYMENT. IT IS HOPED THAT IN THE FUTURE THE ROLE OF THE SUPERINTENDENT CAN BE MADE MORE LEGALLY SPECIFIC BECAUSE HE NEEDS THE PROTECTION THE LAW CAN GIVE. (AUTHOR/IRT)

DESCRIPTORS

BOARD ADMINISTRATOR RELATIONSHIP
CONTRACTS
EMPLOYMENT PRACTICES
SCHOOL SUPERINTENDENTS
BOARDS OF EDUCATION
ELEMENTARY SECONDARY EDUCATION
JOB TENURE

AVAILABILITY: AVAILABLE ONLY AS PART OF COMPLETE DOCUMENT, SEE EA 007 648

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS

CF 3.414 BOARD-SUPERINTENDENT RELATIONS

REPORT NUMBER EJ110942

TITLE WHY SCHOOL BOARDS DON'T NEED THEIR OWN STAFFS, INDEPENDENT OF THE SUPERINTENDENT

AUTHOR(S) CAMPEN, PALMER G.

PUB DATE FEB 75

ABSTRACT

CITING A PROLIFERATION OF PEOPLE AND A DUPLICATION OF FUNCTIONS, A SUPERINTENDENT REJECTS THE NOTION THAT SCHOOL BOARDS SHOULD HAVE THEIR OWN STAFFS. (DW)

DESCRIPTORS

SUPERINTENDENT ROLE	SCHOOL SUPERINTENDENTS
BOARDS OF EDUCATION	COMMUNICATION PROBLEMS
BOARD OF EDUCATION ROLE	ADMINISTRATOR RESPONSIBILITY
PROFESSIONAL PERSONNEL	GOVERNANCE

IDENTIFIERS

ELEMENTARY SECONDARY EDUCATION

CITATION AMERICAN SCHOOL BOARD JOURNAL; 162; 2; 30-31

CF 3.414 BOARD-SUPERINTENDENT RELATIONS

REPORT NUMBER EJ110941

TITLE BOARD MEMBERS PINPOINT THE KINDS OF SUPERINTENDENTS WHO EMBARRASS THEIR PEERS AND EMBATTLE THEIR BOARDS.

AUTHOR(S) MULLINS, CAROLYN

PUB DATE FEB 75

ABSTRACT

SCHOOL BOARD MEMBERS DISCUSS SUPERINTENDENT-SCHOOL BOARD RELATIONS AND THE ERRORS SUPERINTENDENTS COMMIT IN THAT RELATIONSHIP. (DW)

DESCRIPTORS

BOARDS OF EDUCATION
COMMUNICATION PROBLEMS
SUPERINTENDENT ROLE
BOARD OF EDUCATION ROLE
GOVERNANCE
SCHOOL SUPERINTENDENTS
POLICY FORMATION
BOARD OF EDUCATION POLICY
ADMINISTRATOR RESPONSIBILITY

IDENTIFIERS

ELEMENTARY SECONDARY EDUCATION

CITATION AMERICAN SCHOOL BOARD JOURNAL; 162; 2; 23, 26-29

CF 3.414 BOARD-SUPERINTENDENT RELATIONS

REPORT NUMBER EJ037924

TITLE THE SUPERINTENDENT'S CONTRACT. WHAT YOU AND YOUR BOARD SHOULD BARGAIN ABOUT

AUTHOR(S) THOMAS, M. DONALD

PUB DATE MAY 71

ABSTRACT

SUGGESTS THAT NEGOTIATIONS BETWEEN A BOARD OF EDUCATION AND THE SUPERINTENDENT ARE DIFFICULT AND CAN BE EMBARRASSING, BUT THEY CAN CONTRIBUTE TO AN UNDERSTANDING OF THE WAY TWO PARTIES WORK COOPERATIVELY FOR BETTER SCHOOLS. (JF)

DESCRIPTORS

BOARDS OF EDUCATION
CONTRACTS
SCHOOL SUPERINTENDENTS
CONTRACT SALARIES
NEGOTIATION AGREEMENTS
SUPERINTENDENT ROLE

CITATION NATION'S SCHOOLS; 87; 5; 65-67

CF 3.414 BOARD-SUPERINTENDENT RELATIONS

REPORT NUMBER ED025007

TITLE THE SUPERINTENDENT-BOARD RELATIONSHIP.

AUTHOR(S) WENNERBERG, CARL H., ED.

SOURCE CALIFORNIA ASSOCIATION OF SCHOOL ADMINISTRATORS, BURLINGAME.; CALIFORNIA SCHOOL BOARDS ASSOCIATION, SACRAMENTO.

NOTE 64 P.

PUB DATE 67

ABSTRACT

GUIDELINES RECOMMEND THE DEVELOPMENT OF MUTUAL COOPERATION BETWEEN THE BOARD OF EDUCATION AND ITS CHIEF ADMINISTRATOR, THE DISTRICT SCHOOL SUPERINTENDENT. PARTICUALR ATTENTION IS GIVEN TO THE ROLE OF THE BOARD OF EDUCATION IN FORMULATING DISTRICT POLICY, ESTABLISHING EFFECTIVE BOARD-COMMUNITY RELATIONS, SELECTING AND EVALUATING THE SUPERINTENDENT, AND FILLING BOARD VACANCIES. THE COMPLEX ROLE OF THE SCHOOL SUPERINTENDENT IS DEFINED WITH RESPECT TO HIS RESPONSIBILITY TO THE BOARD OF EDUCATION, THE COMMUNITY AND HIS STAFF. A SERIES OF APPENDICES INCLUDES A SAMPLE BROCHURE DESCRIBING A SCHOOL SUPERINTENDENT POSITION VACANCY, CHECKLISTS FOR A SUPERINTENDENT INTERVIEW AND A COMMUNITY ATTITUDE SURVEY, A SUPERINTENDENT EMPLOYMENT CONTRACT, AND GUIDELINES FOR EVALUATION OF BOTH THE SUPERINTENDENT AND THE BOARD OF EDUCATION. (JK)

DESCRIPTORS

ADMINISTRATOR EVALUATION
ADMINISTRATOR SELECTION
BOARD OF EDUCATION ROLE
CONTRACTS
POLICY FORMATION
SUPERINTENDENT ROLE
ADMINISTRATOR QUALIFICATIONS
BOARD ADMINISTRATOR RELATIONSHIP
BOARDS OF EDUCATION
PERSONNEL POLICY
SCHOOL COMMUNITY RELATIONSHIP

AVAILABILITY: C.S.B.A., 455 CAPITOL MALL, SACRAMENTO, CALIF. 95814, AND C.A.S.A., 1705 MURCHISON DRIVE, BURLINGAME, CALIF. 94011 ($1.25).

EDRS PRICE MF-$0.75 HC-$3.15 PLUS POSTAGE

CF 3.414 BOARD-SUPERINTENDENT RELATIONS

REPORT NUMBER ED019730

TITLE EMPLOYER-EMPLOYEE RELATIONS IN THE PUBLIC SCHOOLS

AUTHOR(S) DOHERTY, ROBERT E.

SOURCE STATE UNIV. OF NEW YORK, ITHACA. SCHOOL OF INDUSTRIAL AND LABOR RELATIONS AT CORNELL UNIV.

NOTE 146 P.

PUB DATE JAN 67

ABSTRACT

THIS VOLUME CONTAINS PAPERS PRESENTED AT THE CONFERENCE ON EMPLOYEE RELATIONS IN THE PUBLIC SCHOOLS, HELD JULY 14-15, 1966, AT CORNELL UNIVERSITY UNDER THE AUSPICES OF THE NEW YORK STATE SCHOOL OF INDUSTRIAL AND LABOR RELATIONS AND THE NEW YORK STATE EDUCATION DEPARTMENT. THE PURPOSE OF THE CONFERENCE WAS THREEFOLD--(1) TO PROVIDE A FORUM WHERE TEACHERS IN THE FIELD OF PUBLIC EDUCATION IN NEW YORK STATE COULD EXPLORE TOGETHER THE PROBLEMS AND OPPORTUNITIES WHICH THE RECENT LEGISLATIVE FAILURES DEVELOPED, (2) TO MAKE RECOMMENDATIONS FOR A STATUTE AND A SET OF PROCEDURES THAT WOULD SERVE TO PROTECT THE EMPLOYEE RIGHTS OF TEACHERS AND CONTRIBUTE TO THE QUALITY OF THE EDUCATIONAL ENTERPRISE, AND (3) TO BRING TOGETHER SOME OF THE LEADING SPOKESMEN IN THE AREA TO SHARE THEIR THOUGHTS WITH A LARGER AUDIENCE OF EDUCATIONAL PRACTITIONERS. THE THREE MAJOR AREAS IN WHICH THE PAPERS WERE WRITTEN INCLUDE--(1) ASPIRATIONS OF TEACHERS AND CONCERNS OF SCHOOL BOARDS AND ADMINISTRATORS, (2) APPROPRIATE LEGISLATION COVERING THE EMPLOYMENT RELATIONSHIP IN PUBLIC SCHOOLS, AND (3) THE RESOULTION TO IMPASSES IN TEACHER NEGOTIATIONS. THIS DOCUMENT CONTAINS PAPERS PRESENTED AT THE CONFERENCE ON EMPLOYEE RELATIONS IN THE PUBLIC SCHOOL (ITHACA, NEW YORK, JULY 14-15, 1966) AND IS ALSO AVAILABLE FROM DISTRIBUTION CENTER, NEW YORK STATE SCHOOL OF INDUSTRIAL AND LABOR RELATIONS, CORNELL UNIVERSITY, ITHACA, NEW YORK 14850, SINGLE COPIES FREE TO NEW YORK STATE RESIDENTS, ADDITIONAL COPIES AND OUT-OF-STATE ORDERS $1.00. (HW)

DESCRIPTORS

ADMINISTRATOR RESPONSIBILITY
BOARD OF EDUCATION ROLE
COLLECTIVE NEGOTIATION
EMPLOYMENT PRACTICES
GRIEVANCE PROCEDURES
PUBLIC SCHOOLS
STATE LEGISLATION
TEACHER ASSOCIATIONS
TEACHER STRIKES
ADMINISTRATOR ROLE
COLLECTIVE BARGAINING
EMPLOYER EMPLOYEE RELATIONSHIP
GOVERNMENT EMPLOYEES
POLICY FORMATION
STATE DEPARTMENTS OF EDUCATION
TEACHER ADMINISTRATOR RELATIONSHIP
TEACHER SALARIES
TEACHING CONDITIONS

IDENTIFIERS

ITHACA
NEW YORK

EDRS PRICE MF-$0.75 HC-$6.60 PLUS POSTAGE

CF 3.414 BOARD-SUPERINTENDENT RELATIONS

REPORT NUMBER ED119306

TITLE ADMINISTRATION--THE KEY TO CREATING SCHOOLS THAT WORK.

AUTHOR(S) GEISERT, GENE

NOTE 10 P.; PAPER PRESENTED AT THE ANNUAL CONVENTION OF THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS (108TH, ATLANTIC CITY, NEW JERSEY, FEBRUARY 20-23, 1976)

PUB DATE 22 FEB 76

ABSTRACT

WHILE PRIMARILY DISCUSSING THE RELATIONSHIP BETWEEN SCHOOL BOARDS AND SUPERINTENDENTS, THE SPEAKER MAKES FOUR MAIN POINTS. FIRST, THE PROFESSIONAL ADMINISTRATION THAT RUNS OUR SCHOOLS, LED BY SUPERINTENDENTS AND THEIR MANAGEMENT TEAMS, IS IN THE BEST POSITION--PERHAPS THE ONLY POSITION--TO IMPLEMENT IMPROVEMENTS IN EDUCATION. SECOND, SCHOOL BOARDS (AND THE INDIVIDUAL MEMBERS WHO MAKE UP THE BOARDS), AS NOW DESIGNED, ARE MORE LIKELY TO IMPEDE THAN TO IMPLEMENT CHANGE. THIRD, TEACHER UNIONS ARE POLITICALLY UNABLE AND, OF NECESSITY, TOO SELF-SERVING TO BRING ABOUT INTERNAL REFORM. FOURTH, PARENTS AND STUDENT GROUPS DO NOT POSSESS PROFESSIONAL JUDGMENT AND WITHOUT AN EFFECTIVE, INOVATIVE, AND AGGRESSIVE SCHOOL ADMINISTRATION TO IMPLEMENT THEIR CONCERNS CANNTO BRING ABOUT THE KINDS OF REFORM REQUIRED TO MAKE OUR SYSTEM OF EDUCATION WORK. THE SPEAKER PROPOSES ACTION THAT WOULD STRENGTHEN THE ROLE OF THE SUPERINTENDENT, MORE CAREFULLY DEFINE THE BOARD'S ROLE AS POLICY-MAKER, AND CHANGE THE CURRENT MODEL OF SCHOOL GOVERNANCE. (AUTHOR/IRT)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
BOARDS OF EDUCATION
ELEMENTARY SECONDARY EDUCATION
SCHOOL SUPERINTENDENTS
BOARD OF EDUCATION ROLE
EDUCATIONAL ADMINISTRATION
MANAGEMENT
SUPERINTENDENT ROLE

EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE

CG 3.50 ADMINISTRATIVE PERSONNEL also, CEB 3.404

REPORT NUMBER	ED061609
TITLE	THE SUPERINTENDENT AND HIS CHIEF PERSONNEL ADMINISTRATORS: PUTTING IT ALL TOGETHER.
AUTHOR(S)	KAYE, BERNARD W.
NOTE	22 P.; PAPER PRESENTED AT AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS ANNUAL CONVENTION (104TH, ATLANTIC CITY, NEW JERSEY, FEBRUARY 12-16, 1972)
PUB DATE	FEB 71

ABSTRACT

THIS SPEECH DISCUSSES THE ROLE OF THE CHIEF PERSONNEL ADMINISTRATOR, DESCRIBES CHALLENGES THAT THESE ADMINISTRATORS FACED IN THE 60S, AND OUTLINES PRINCIPLES UNDER WHICH THE PERSONNEL FUNCTION SHOULD OPERATE. FIFTEEN PRINCIPLES ARE CONSIDERED BY THE AUTHOR TO DELINEATE THE RESPONSIBILITIES OF CHIEF SCHOOL ADMINISTRATORS AND TO PROVIDE THE NECESSARY INGREDIENTS FOR THE EFFICIENT AND PRODUCTIVE OPERATION OF A SCHOOL SYSTEM. THE RESPONSIBILITIES OF THE EDUCATION BOARD AND THE SUPERINTENDENT ARE ALSO INDICATED. A RELATED DOCUMENT IS EA 004 198. (JF)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
ADMINISTRATIVE PRINCIPLES
ADMINISTRATOR ROLE
PERSONNEL DIRECTORS
PERSONNEL NEEDS
SPEECHES
ADMINSITRATIVE POLICY
ADMINISTRATOR RESPONSIBILITY
GUIDELINES
PERSONNEL MANAGEMENT
PERSONNEL POLICY
SUPERINTENDENTS

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

CG 3.50 ADMINISTRATIVE PERSONNEL

REPORT NUMBER EJ029238

TITLE A SUBURB THAT GROWS SCHOOL ADMINISTRATORS IN ITS OWN BACKYARD

AUTHOR(S) KOLZE, RICHARD C.; ALTERGOTT, BRUCE H.

PUB DATE DEC 70

ABSTRACT
A BOARD'S DO-IT-YOURSELF PROGRAM FOR IDENTIFYING, TRAINING, AND PROMOTING ADMINISTRATORS FROM ITS OWN STAFF. (JF)

DESCRIPTORS
ADMINISTRATIVE PERSONNEL
ADMINISTRATOR QUALIFICATIONS
PERSONNEL POLICY
ADMINISTRATOR BACKGROUND
ADMINISTRATOR SELECTION

CITATION AMERICAN SCHOOL BOARD JOURNAL; 158; 6; 26-27

CG 3.50 ADMINISTRATIVE PERSONNEL

REPORT NUMBER EJ059719

TITLE ADMINISTRATIVE STAFFING PATTERNS IN ONTARIO SCHOOL DISTRICTS

AUTHOR(S) HICKCOX, E.S.; DUCHARME, D. J.

PUB DATE JUN 72

ABSTRACT
CHARACTERISTICS OF ORGANIZATION STRUCTURE, ADMINISTRATOR TO STUDENT RATIOS, PROGRAM INTEGRATION, ACCOUNTABILITY FLOW, AND DECISION-MAKING WERE STUDIED IN 53 ONTARIO SCHOOL DISTRICTS. (AUTHORS)

DESCRIPTORS
ADMINISTRATOR ROLE
EDUCATIONAL ACCOUNTABILITY
SCHOOL ADMINISTRATION
SCHOOL ORGANIZATION
DECISION MAKING
QUESTIONNAIRES
SCHOOL DISTRICTS
STAFF UTILIZATION

IDENTIFIERS
CANADA
ONTARIO

CITATION ALBERTA JOURNAL OF EDUCATION RESEARCH; 18; 2; 100-10

CG 3.50 ADMINISTRATIVE PERSONNEL

REPORT NUMBER EJ072689

TITLE FROM CRISIS TO PROGRESS: SECONDARY SCHOOL ADMINISTRATION

AUTHOR(S) THOMSON, SCOTT D.

PUB DATE W 73

ABSTRACT
SUMMARIZES THE CHANGES THAT HAVE DEVELOPED IN SECONDARY SCHOOL ADMINISTRATION AND HOW EDUCATION HAS BENEFITED FROM THAT PROGRESS. (RK)

DESCRIPTORS

ADMINISTRATOR GUIDES	ADMINISTRATOR RESPONSIBILITY
EDUCATIONAL ACCOUNTABILITY	EDUCATIONAL CHANGE
EDUCATIONAL OBJECTIVES	EDUCATIONAL STRATEGIES
SCHOOL ADMINISTRATION	SECONDARY SCHOOLS
TEACHER EVALUATION	TEACHING BENEFITS

CITATION NORTH CENTRAL ASSOCIATION QUARTERLY; 47; 3; 265-69

CG 3.50 ADMINISTRATIVE PERSONNEL

REPORT NUMBER EJ053942

TITLE DELEGATION: A NEEDED INGREDIENT FOR EFFECTIVE ADMINISTRATION

AUTHOR(S) WATKINS, J. FOSTER

PUB DATE MAR 72

ABSTRACT
A SCHOOL ADMINISTRATOR NEEDS TO APPLY THE PRECEPTS OF GOOD MANAGERIAL PRINCIPLES, INCLUDING THE PROPER DELEGATION OF RESPONSIBILITY TO SUBORDINATES. (EDITOR/SP)

DESCRIPTORS

ADMINISTRATIVE ORGANIZATION	ADMINISTRATIVE POLICY
ADMINISTRATOR RESPONSIBILITY	EDUCATIONAL ACCOUNTABILITY
JOB SATISFACTION	SCHOOL ADMINISTRATION

CITATION CLEARING HOUSE; 46; 7; 395-8

CG 3.50 ADMINISTRATIVE PERSONNEL

REPORT NUMBER EJ072371

TITLE A NEW LOOK AT ORGANIZING ADMINISTRATIVE FUNCTIONS

AUTHOR(S) HERMAN, JERRY

PUB DATE JAN 73

ABSTRACT

THE SUPERINTENDENT OF SCHOOLS IN WEST BLOOMFIELF PUBLIC SCHOOLS, ORCHARD LAKE, MICHIGAN, SUGGESTS THAT REALIGNMENT OF SCHOOL ADMINISTRATIVE STAFF CAN RESULT IN MORE EFFICIENT OPERATIONS AND LOWER COSTS. (DS)

DESCRIPTORS

ADMINISTRATIVE ORGANIZATION
EDUCATIONAL CHANGE
FINANCIAL SUPPORT
PERSONNEL EVALUATION
STAFF UTILIZATION
CHARTS
EDUCATIONAL FINANCE
MANPOWER UTILIZATION
SCHOOLS

CITATION CLEARING HOUSE; 47; 5; 273-6

CG 3.50 ADMINISTRATIVE PERSONNEL

REPORT NUMBER EJ022745

TITLE RECRUITING LEADERS IN SCHOOL ADMINISTRATION

AUTHOR(S) RIEDERER, L. A.

PUB DATE JUN 70

ABSTRACT

SCHOOL ADMINISTRATORS ARE CONTINUALLY FACED WITH THE NEED TO MAKE COHERENT AND WORKABLE DECISIONS ON THE BASIS OF INCOMPLETE DATA. IN ORDER TO PERFORM THEIR JOBS EFFECTIVELY, THEY MUST POSSESS UNUSUAL LEADERSHIP ABILITY. (CK)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
ETHICS
RECRUITMENT
ADMINISTRATOR RESPONSIBILITY
LEADERSHIP QUALITIES

CITATION EDUC CAN; 10; 2; 34-6

CG 3.50 ADMINISTRATIVE PERSONNEL also, DC 4.10 and H 8.0

REPORT NUMBER ED033471

TITLE PROCEEDINGS OF THE ANNUAL WORKSHOP FOR SCHOOL BUSINESS OFFICIALS (2ND STATE UNIVERSITY OF NEW YORK AT BUFFALO, JANUARY 31, 1969)

AUTHOR(S) KISER, CHESTER, ED.; AND OTHERS

SOURCE STATE UNVI. OF NEW YORK, BUFFALO. WESTERN NEW YORK SCHOOL STUDY COUNCIL.

NOTE 113 P.

PUB DATE 31 JAN 69

ABSTRACT

FIVE PAPERS ARE PRESENTED FROM A WORKSHOP FOR SCHOOL BUSINESS OFFICIALS. ONE ANALYSIS THE LIMITATIONS AND POTENTIAL MISUSES OF PLANNING, PROGRAMMING, BUDGETING SYSTEMS (PPBS) IN EDUCATION. THE SECOND SURVEYS CURRENT ACTIVITY IN EDUCATIONAL PROGRAM BUDGETING WITH A LOOK TO THE FUTURE. THESE TWO PRESENTATIONS ARE FOLLOWED BY A PANEL DISCUSSION. THE THIRD PAPER IS A SHORT PRESENTATION OF HINTS AND GUIDELINES FOR SCHOOL BUSINESS OFFICIALS INVOLVED IN COLLECTIVE NEGOTIATIONS, FOLLOWED BY A QUESTION AND ANSWER SESSION. THE FOURTH PRESENTATION CONSIDERS THE FOLLOWING AS MAJOR FACTORS TO BE CONSIDERED IN CLASSIFIED PERSONNEL STAFFING: (1) THE GOALS OR POLICIES OF THE ORGANIZATION, (2) THE NUMERICAL ADEQUACY OF THE STAFF, (3) THE KINDS OF JOBS TO BE PERFORMED, AND (4) THE INSERVICE SUPERVISION AND EVALUATION OF PERSONNEL. THE LAST PAPER REPORTS THE FINDINGS OF STUDIES ON THE VALUE AND COST OF FRINGE BENEFITS FOR ADMINISTRATIVE PERSONNEL, TEACHING PERSONNEL, AND CLASSIFIED PERSONNEL WITHIN THE WESTERN NEW YORK SCHOOL SYSTEM. A RELATED DOCUMENT IS EA 002 147. (DE)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
BOARD OF EDUCATION ROLE
CONFERENCE REPORTS
EDUCATIONAL FINANCE
JOB ANALYSIS
PERSONNEL POLICY
PROGRAM BUDGETING
SYSTEMS APPROACH
ADMINISTRATOR ROLE
COLLECTIVE NEGOTIATION
COST EFFECTIVENESS
FRINGE BENEFITS
PERSONNEL EVALUATION
PERSONNEL SELECTION
STAFF UTILIZATION

EDRS PRICE MF-$0.75 HC-$5.40 PLUS POSTAGE

CG 3.50 ADMINISTRATIVE PERSONNEL also B 2.0

REPORT NUMBER ED060320

TITLE CHIHO-KYUKO-IINSKAI NO GYOSEIKINO NI KANSURU KNEKYU (ON THE ADMINISTRATIVE FUNCTIONS OF LOCAL BOARDS OF EDUCATION).

SOURCE NATIONAL INST. FOR EDUCATIONAL RESEARCH, TOKYO (JAPAN)

NOTE 4 P.

PUB DATE MAR 69

ABSTRACT

THIS DOCUMENT IS AN ENGLISH-LANGUAGE ABSTRACT (APPROXIMATELY 1,500 WORDS) OF A RESEARCH REPORT ON THE ADMINISTRATIVE FUNCTIONS OF LOCAL BOARDS OF EDUCATION. THE REPORT DISCUSSES (1) THE ORGANIZATION OF LOCAL EDUCATION BOARDS; (2) PERSONNEL ADMINISTRATION OF TEAHCERS; (3) INSERVICE TRAINING OF TEACHERS; (4) IMPROVING THE ADMINISTRATIVE FUNCTIONS OF LOCAL BOARDS; AND (5) THE ADEQUATE SIZE OF A SCHOOL DISTRICT. SOME 60% OF LOCAL BOARDS HAVE JURISDICTION OVER UNITS WITH FEWER THAN 15,000 PEOPLE, YET THEY ARE EQUAL IN RESPONSIBILITY AND AUTHORITY WITH THE LARGER CITY BOARDS. IT IS ONLY BOARDS WITH AUTHORITY OVER AREAS WITH MORE THAN 50,000 THAT SEEM TO BE ABLE TO HAVE A BALANCED DIVISION OF WORK FOR ITS STAFF MEMBERS; THE SMALL BOARDS SEEM ANXIOUS TO INCREASE THEIR STAFFS. BOARDS OF ALL SIZE REPORT THAT ADMINISTRATION CONCERNING RETIREMENT OF TEACHERS IS ONE OF THE MAJOR DIFFICULTIES BECAUSE THERE IS NO LAW SETTING THE AGE LIMIT, AND TEACHERS ARE EXPECTED TO RETIRE ON THE ADVICE OF THE CONTROLLING AUTHORITY. ALL BOARDS APPEAR TO WANT MORE MONEY, MORE STAFF, AND SUPPORT FROM THE MUNICIPAL GOVERNMENT. (AUTHOR/GDB)

DESCRIPTORS
ABSTRACTS
ADMINISTRATIVE PERSONNEL
BOARDS OF EDUCATION
EDUCATIONAL ADMINISTRATION
PERSONNEL POLICY
SCHOOL DISTRICTS
ADMINISTRATIVE ORGANIZATION
BOARD OF EDUCATION ROLE
DECENTRALIZATION
INSERVICE TEACHER EDUCATION
SCHOOL DISTRICT AUTONOMY
TEACHER RETIREMENT

IDENTIFIERS
JAPAN

AVAILABILITY: AVAILABLE IN CEAS ABSTRACT SERIES NO. 1-4 (ED 060 227)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

CG 3.50 ADMINISTRATIVE PERSONNEL

REPORT NUMBER ED014121

TITLE STAFFING NEW PROGRAMS, A RESEARCH STUDY.

AUTHOR(S) KRANTZ, LAVERN L.

SOURCE OHIO UNIV., ATHENS. CENTER FOR EDUCATIONAL RESEARCH AND SERVICE

NOTE 16 P.

PUB DATE 1 OCT 66

ABSTRACT

ANALYSIS OF DATA FROM 146 SCHOOLS ACROSS THE COUNTRY SHOWS ACQUISITION OF QUALIFIED STAFF PERSONNEL TO BE A MAJOR DIFFICULTY IN OPERATING NEW SCHOOL PROGRAMS. THE EIGHT MOST DIFFICULT PROGRAMS TO STAFF WERE PRESCHOOL, REMEDIAL READING, ELEMENTARY SCHOOL LIBRARIANS, SOCIAL WORKERS, TEACHERS FOR EMOTIONALLY DISTURBED CHILDREN, PSYCHOLOGISTS, SPEECH THERAPISTS, AND PSYCHIARRISTS. DIVERTING PERSONNEL TO NEW PROGRAMS WEAKENS THE REGULAR PROGRAMS. OTHER DIFFICULTIES INCLUDE INSUFFICIENT NOTICE TO PLAN AN ADEQUATE STAFF RECRUITMENT PROGRAM, INADEQUATE JOB DESCRIPTIONS, DETERMINATION OF WAGE RATES, AND LACK OF JOB SECURITY. IN ALL FIVE GEORGRAPHICAL REGIONS, MORE PROGRAMS WERE FUNDED BY PL 89-10, THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, THAN BY OTHER FEDERAL, LOCAL, OR FOUNDATION FUNDS. COUNTY SCHOOL SYSTEMS ENCOUNTERED MORE DIFFICULTY THAN CITY OR LOCAL SYSTEMS IN TEACHER RECRUITMENT FOR NEW PROGRAMS. LARGE SCHOOL DISTRICTS REPORTED THE GREATEST DIFFICULTY IN RECRUITING PERSONNEL FOR REMEDIAL, SPEECH IMPROVEMENT, PRESCHOOL, AND VOCATIONAL CLASSES AND FOR PSYCHIATRIC AND EXPANDED HEALTH SERVICES. SMALLER DISTRICTS EXPERIENCED THE GREATEST DIFFICULTY RECRUITING COUNSELING PERSONNEL. ESTABLISHING A SEPARATE SET OF PERSONNEL POLICIES FOR NON-CERTIFICATED STAFF, COORDINATING SALARY SCHEDULES, AND IMPROVING RECRUITING TECHNIQUES ARE RECOMMENDED. THIS ARTICLE IS PUBLISHED IN 'PERSONNEL ADMINISTRATION RESEARCH STUDIES, 1966,' AVAILABLE FROM THE CENTER OF EDUCATIONAL RESEARCH AND SERVICE, COLLEGE OF EDUCATION, OHIO UNIVERSITY, ATHENS, OHIO 45701, FOR $1.00. (JK)

DESCRIPTORS
ADMINISTRATIVE PERSONNEL
FEDERAL PROGRAMS
OCCUPATIONAL INFORMATION
SCHOOL DISTRICTS
SPECIAL PROGRAMS
EMPLOYMENT PROBLEMS
GEOGRAPHIC LOCATION
PERSONNEL POLICY
SCHOOL PERSONNEL
TEACHER RECRUITMENT

IDENTIFIERS
ATHENS
RICHMOND
INSTRUCTION STAFF

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

REPORT NUMBER ED076499

TITLE SCHOOL LEADERSHIP. REPORT NUMBER SEVEN. COMMISSION ON PUBLIC SCHOOL PERSONNEL POLICIES IN OHIO.

SOURCE COMMISSION ON PUBLIC SCHOOL PERSONNEL POLICIES IN OHIO, CLEVELAND

NOTE 47 P.

PUB DATE FEB 73

ABSTRACT

THIS REPORT ON SCHOOL LEADERSHIP IS BASED PRIMARILY ON 2-YEARS OF GENERAL AND PARTICULAR OBSERVATION OF THE ORGANIZATION OF SCHOOLS MADE BY THE COMMISSION ON PUBLIC SCHOOL PERSONNEL POLICIES IN OHIO. THE REPORT ALSO TOOK INTO ACCOUNT SEVERAL SURVEYS AND ANALYSIS BY EDUCATORS AND OTHER ORGANIZATIONS CONCERNED WITH PUBLIC SCHOOLS. THE OBJECTIVE OF THE RESEARCH WAS TO INVESTIGATE WAYS OF IMPROVING PUBLIC SCHOOL EDUCATION WITHIN THE SCOPE OF PERSONNEL POLICIES. SOME OF THE MAIN POINTS UNDER INVESTIGATION WERE A) ACCOUNTABILITY, B) THE PROFESSION OF TEACHING, C) A PLAN FOR SCHOOL ORGANIZATION, D) THE TRAINING OF SCHOOL LEADERS, AND E) GUIDELINES FOR IMPROVING EDUCATIONAL LEADERSHIP IN SCHOOL DISTRICTS AND UNIVERSITIES. SOME OF THESE GUIDELINES INCLUDED A) ASSESSMENT OF THE FUNCTIONS OF GROUP LEADERS, SUBJECT SPECIALISTS, CURRICULUM COORDINATORS, ASSISTANT PRINCIPALS, AND SCHOOL PSYCHOLOGISTS; B) ESTABLISHMENT OF THE PRINCIPAL AS THE EDUCATIONAL LEADER OF THE SCHOOL CONCERNING STUDENT-TEACHER RELATIONSHIPS, STAFF SELECTION, AND BUDGET LIMITATIONS; AND C) PROVISIONS FOR ADMINISTRATIVE LEADERSHIP TRAINING AT THE UNIVERSITY LEVEL. AN APPENDED ARTICLE STRESSES THE NEED FOR TEACHER EVALUATION TO ASSIST IN THE AREAS OF SUBJECT MATTER, INDIVIDUALIZED INSTURCTION, AND STUDENT-TEACHER INTERACTIONS.) (BRB)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
MANAGEMENT DEVELOPMENT
PERSONNEL POLICY
SCHOOL PERSONNEL
LEADERSHIP TRAINING
PERSONNEL MANAGEMENT
SCHOOL ORGANIZATION
SCHOOL PLANNING

AVAILABILITY: COMMISSION ON PUBLIC SCHOOL PERSONNEL POLICIES IN OHIO, 736 NATIONAL CITY BANK BUILDING, CLEVELAND, OHIO 44114 ($1.00)

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

CG 3.50 ADMINISTRATIVE PERSONNEL

REPORT NUMBER ED029354

TITLE THE INTERMEDIATE SCHOOLS. ORGANIZATION AND ADMINISTRATION. PART V.

AUTHOR(S) KINDRED, LESLIE W.; AND OTHERS

NOTE 153 P.; PART V (CHAPTERS 17-22) IN THE INTERMEDIATE SCHOOLS.

PUB DATE 68

ABSTRACT

SIX CHAPTERS OF A COMPENDIUM CONSIDER MAJOR ASPECTS OF INTERMEDIATE SCHOOL OPERATION. CHAPTER 17, 'ORGANIZATIONAL STRUCTURES,' DISCUSSES THE NATURE OF ORGANIZATION, INDICATES THE IMPORTANCE OF AN UNDERSTANDING OF ORGANIZATION IN ESTABLISHING INTERMEDIATE SCHOOLS AS AN INTEGRAL PART OF AN EDUCATIONAL PROGRAM FOR YOUTH, AND EXPLORES THE ADMINISTRATIVE ASPECTS OF ORGANIZATION. CHAPTER 18, 'ADMINISTRATIVE SERVICES,' DISCUSSES THE PRINCIPAL'S LEADERSHIP ROLE AND ADMINISTRATIVE TASKS AS WELL AS THE ROLES OF THE ADMINISTRATIVE TEAM AND OTHER STAFF MEMBERS WHO PERFORM ADMINISTRATIVE FUNCTIONS. CHAPTER 19, 'STAFF PERSONNEL PRACTICES,' SUGGESTS GUIDELINES FOR ACCEPTABLE PERSONNEL PRACTICES THAT SHOULD STRENGTHEN STAFFING AND PROVIDE OPTIMUM WORKING CONDITIONS. CHAPTER 20, 'SCHOOL PLANT DESIGNS,' DISCUSSES DESIRABLE PHYSICAL COMPONENTS OF INTERMEDIATE SCHOOLS. CHAPTER 21, 'RELATIONS WITH THE COMMUNITY' CONSIDERS BASIC ASPECTS OF THE COMMUNICATION PROCESS, THE NATURE AND PURPOSE OF SOUND SCHOOL-COMMUNITY RELATIONS, ROLES OF STAFF PERSONNEL AND LAY CITIZENS, AND PROCEDURES FOR WORKING WITH ORGANIZED COMMUNITY GROUPS AND THE HOME, ESPECIALLY DISADVANTAGED PARENTS. CHAPTER 22, 'EVALUATING THE PROGRA,' TREATS THE MEANING AND IMPORTANCE OF EVALUATION AND REVIEWS EVALUATION TYPES, CRITERIA, PROCEDURES, AND TOOLS. (JK)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
DISADVANTAGED ENVIRONMENT
EVALUATION METHODS
MIDDLE SCHOOLS
PARENT SCHOOL RELATIONSHIP
PERSONNEL SELECTION
PROGRAM EVALUATION
SCHOOL COMMUNITY RELATIONSHIP
SCHOOL ORGANIZATION
ADMINISTRATOR ROLE
EVALUATION CRITERIA
LEADERSHIP RESPONSIBILITY
ORGANIZATIONAL CLIMATE
PERSONNEL POLICY
PRINCIPALS
SCHOOL BUILDINGS
SCHOOL ENVIRONMENT
TEACHER SELECTION

AVAILABILITY: PRENTICE-HALL, INC., ROUTE 9W, ENGLEWOOD CLIFFS, NEW JERSEY 07632 (COMPLETE DOCUMENT 531 PAGES, $7.95).

EDRS PRICE MF-$0.75 HC-$7.80 PLUS POSTAGE

CG 3.50 ADMINISTRATIVE PERSONNEL

REPORT NUMBER ED028334

TITLE NASA AND THE FEDERAL MANAGEMENT ITERN PROGRAM.

AUTHOR(S) POUND, JACK K.; SLACK, VIVIAN M.

SOURCE NATIONAL AERONAUTICS AND SPACE ADMINISTRATION, WASHINGTON, D.C. PROGRAM MANAGEMENT BRANCH.

NOTE 69 P.

PUB DATE 67

ABSTRACT

A REVIEW OF NASA FEDERAL MANAGEMENT INTERN (MI) PROGRAMS INDICATES POTENTIAL FOR IDENTIFICATION, ATTRACTION, AND EARLY DEVELOPMENT OF SUCCESSFUL ADMINISTRATIVE MANAGEMENT EMPLOYEES, BUT SUGGESTS THAT SUCCESSFUL DEVELOPMENT OF MANAGERS IS A FUNCTION OF THE LONG-TERM CARE WITH WHICH AN AGENCY PURSUES MI PROGRAMS. A RECENT STUDY OF SEPARATIONS IN NASA INDICATES THAT THE LOSS RATE IS HIGHEST AMONG YOUNGER EMPLOYEES, PARRICULARLY IN THE ADMINISTRATIVE-MANAGEMENT OCCUPATIONS. THIS INDICATES A NEED FOR MORE FOLLOW-UP ON THE CAREERS OF YOUNG NASA PEOPLE. CONTROLLABLE CONDITIONS UNDER WHICH MI PROGRAMS WILL BEST SERVE SOME OF THE AGENCY'S LONG RANGE MANPOWER REQUIREMENTS INCLUDE: (1) CLEARING AND AGREEING UPON THE MI PROGRAM OBJECTIVES AND PLANS BY HIGH AND INTERMEDIATE LEVELS OF AGENCY MANAGEMENT; (2) AT LEAST ONE POLICY LEVEL INDIVIDUAL'S ACTIVE PARTICIPATION IN THEPROGRAM IS NEEDED; (3) MI PROGRAMS THRIVE FOR THE LONG TERM ONLY WHEN THEIR PRODUCTS EARN STATUS IN THE YEES OF MANAGEMENT; (4) MI PROGRAM DIRECTORS MUST BE RESPONSIBLE FOR AND HAVE COMMENSURATE AUTHORITY TO REACT IN THE BEST INTERESTS OF THE PROGRAM AND THE NASA MISSION; (5) MI PROGRAMS SHOULD BE TAILORED TO THE MANPOWER NEEDS AND RESOURCES OF EACH CENTER. (ELEVEN CHARTS ARE INCLUDED IN THE STUDY.) (DM)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
CAREER PLANNING
GOVERNMENT EMPLOYEES
JOB TENURE
PROGRAM EVALUATION
TALENT IDENTIFICATION
AGE DIFFERENCES
FOLLOWUP STUDIES
INTERNSHIP PROGRAMS
PERSONNEL SELECTION
RECRUITMENT
UNIVERSITIES

IDENTIFIERS

NATIONAL AERONAUTICS AND SPACE ADMINISTRATION

EDRS PRICE MF-$0.75 HC-$3.15 PLUS POSTAGE

CG 3.50 ADMINISTRATIVE PERSONNEL

REPORT NUMBER ED025685

TITLE DEVELOPING EFFECTIVE MANAGERS.

AUTHOR(S) ROBERTS, T. J.

SOURCE INSTITUTE OF PERSONNEL MANAGEMENT, LONDON (ENGLAND).

NOTE 65 P.

PUB DATE OCT 67

ABSTRACT

IN THIS INTRODUCTORY WORK, THE MAIN PRINCIPLES ON WHICH BRITISH COMPANIES ARE BASING MANAGEMENT DEVELOPMENT PROGRAMS ARE PRESENTED, AND STAGES IN ASSURING A SUPPLY OF EFFECTIVE MANAGERIAL TALENT ARE SET FORTH: STAGES IN ASSURING A SUPPLY OF EFFECTIVE MANAGERIAL TALENT ARE SET FORTH: PROGRAM PLANNING BASED ON CLEAR OBJECTIVES AND COMMUNICATION; ASSESSMENT OF PRESENT AND FUTURE MANAGERIAL NEEDS THROUGH JOB DESCRIPTIONS, PERSONNEL SPECIFICATIONS, AND OTHER MEANS; APPRAISAL OF EXISTING HUMAN RESOURCES IN TERMS OF EDUCATION, QUALIFICATIONS, AND EXPERIENCE; PARTICIPATION BY BOTH SUPERIORS AND SUBORDINATES IN REVIEWING MANAGERIAL PERFORMANCE; COACHING, JOB ROTATION, LECTURES, THE CASE METHOD, AND OTHER TECHNIQUES OF ON-THE-JOB AND FORMAL TRAINING; AND A SOUND AND FLEXIBLE RECRUITMENT POLICY, ESPECIALLY IN DEALING WITH LIBERAL ARTS AND BUSINESS SCHOOL GRADUATES. THE ROLE OF SUPERIORS, ORGANIZATIONAL STRUCTURE AND CLIMATE, AND THE THREAT OF MANAGERIAL OBSOLESCENCE ARE SEEN AS CRUCIAL ENVIRONMENTAL INFLUENCES ON THE QUALITY OF MANAGEMENT. (DOCUMENT INCLUDES APPRAISAL AND JOB DESCRIPTION FORMS). (LY)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
JOB ANALYSIS
OFF THE JOB TRAINING
PERSONNEL EVALUATION
RECRUITMENT
EVALUATION TECHNIQUES
MANAGEMENT DEVELOPMENT
ON THE JOB TRAINING
PROGRAM PLANNING

IDENTIFIERS

GREAT BRITAIN

AVAILABILITY: INSTITUTE OF PERSONNEL MANAGEMENT, 5 WINSLEY ST., OXFORD CIRCUS, LONDON W. 1. ENGLAND (10S 6D).

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

CG 3.50 ADMINISTRATIVE PERSONNEL

REPORT NUMBER ED107994

TITLE AN ANALYSIS OF THE ADMINISTRATIVE ASSISTING OCCUPATION

AUTHOR(S) HOSKINSON, KAREN; AND OTHERS

SOURCE OHIO STATE DEPT. OF EDUCATION, COLUMBUS. DIV. OF VOCATIONAL EDUCATION.; OHIO STATE UNIV., COLUMBUS. TRADE AND INDUSTRIAL EDUCATION INSTRUCTIONAL MATERIALS LAB.

NOTE 65 P.; FOR RELATED DOCUMENTS, SEE CE 004 160-206, CE 004 264-268, AND CE 004 425-427

PUB DATE 75

ABSTRACT

THE GENERAL PURPOSE OF THE OCCUPATIONAL ANALYSIS IS TO PROVIDE WORKABLE, BASIC INFORMATION DEALING WITH THE MANY AND VARIED DUTIES PERFORMED IN THE ADMINISTRATIVE ASSISTING OCCUPATION. THE DOCUMENT OPENS WITH A BRIEF INTRODUCTION FOLLOWED BY A JOB DESCRIPTION. THE BULK OF THE DOCUMENT IS PRESENTED IN TABLE FORM. NINE DUTIES ARE BROKEN DOWN INTO A NUMBER OF TASKS AND FOR EACH TASK A TABLE IS PRESENTED, SHOWING: TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON; PERFORMANCE KNOWLEDGE (RELATED ALSO TO DECISIONS, CUES AND ERRORS); SAFETY--HAZARD; SCIENCE; MATH--NUMBER SYSTEMS; AND COMMUNICATIONS. THE DUTIES INCLUDE: COORDINATING APPLICATION OF GOVERNMENT RULES AND REGULATIONS AND PERSONNEL PROCEDURES; SUPERVISING WORK; CONDUCTING RESEARCH REPORTS; ORGANIZING STAFF MEETINGS, ORIENTATIONS, CONFERENCES, OR CONVENTIONS; BUILDING GOOD PUBLIC RELATIONS; PURCHASING OFFICE EQUIPMENT AND SUPPLIES; PREPARING FOR BUSINESS TRIPS; AND PROCESSING CORRESPONDENCE. APPENDED ARE LISTS OF PRECAUTIONS FOR SAFETY HAZARDS AND STANDARD OFFICE SUPPLIES. (BP)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
JOB ANALYSIS
MANAGERIAL OCCUPATIONS
SAFETY
SKILL DEVELOPMENT
TASK ANALYSIS
WORK ATTITUDES
COMMUNICATION SKILLS
KNOWLEDGE LEVEL
OCCUPATIONAL INFORMATION
SKILL ANALYSIS
SUPERVISORS
TASK PERFORMANCE

IDENTIFIERS

ADMINISTRATIVE ASSISTANTS

EDRS PRICE MF-$0.76 HC-$3.32 PLUS POSTAGE

CG 3.50 ADMINISTRATIVE PERSONNEL

REPORT NUMBER ED014797

TITLE THE SCHOOL ADMINISTRATOR AND ORGANIZATIONAL CHARACTER.

AUTHOR(S) MINER, JOHN B.

SOURCE OREGON UNIV., EUGENE. CENTER FOR ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION.

NOTE 100 P.

PUB DATE JUL 67

ABSTRACT

TO DETERMINE MAJOR FACTORS AFFECTING SELECTION AND PERFORMANCE OF SUPERVISORS IN SCHOOL ORGANIZATIONS, DATA WERE ANALYZED FROM A SCHOOL ADMINISTRATOR EVALUATION FORM FOR 219 ADMINISTRATIVE PERSONNEL (79.3 PERCENT OF 276 TOTAL), REPRESENTING LARGE CITY, MEDIUM CITY, SMALL CITY, AND CONSOLIDATED SCHOOL DISTRICTS IN THE PACIFIC NORTHWEST. APPLYING TECHNIQUES USED IN THE ANALYSIS OF BUSINESS ORGANIZATIONS, THE STUDY REVEALED THAT CRITERIA FOR SELECTION OF SCHOOL SUPERVISORS ARE DETERMINED BY JOB PERFORMANCE CRITERIA FOR THE POSITION AND ESPECIALLY BY THE KIND OF DISTRICT CONCERNED. THIS LEADS TO THE FORMULATION OF 'ORGANIZATIONAL CLIMATE' AS A DETERMINING VARIABLE IN THE SELECTION OF SUPERVISORY PERSONNEL FOR A PARTICULAR DISTRICT. DESCRIPTIONS ARE GIVEN FOR INDICES OF SUPERVISOR EFFECTIVENESS, AS INDICATED BY ORGANIZATIONAL REWARD (GRADE LEVEL ASSIGNMENT AND SALARY) AND OVERALL POTENTIAL FOR ACHIEVEMENT (BIOGRAPHICAL FACTORS, VERBAL ABILITY, INNER LIFE ORIENTATION, CONFORMITY, CREATIVITY, INNOVATION, AND MANAGERIAL, WORK, AND SOCIAL MOTIVATIONS). THIS DOCUMENT IS ALSO AVAILABLE FROM PUBLICATIONS DEPARTMENT, CENTER FOR THE ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION, HENDRICKS HALL, UNIVERSITY OF OREGON, EUGENE, OREGON 97403, FOR $2.00. (JK)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
ADMINISTRATOR EVALUATION
ADMINISTRATOR SELECTION
ELEMENTARY SCHOOLS
HIGH SCHOOLS
JOB ANALYSIS
ORGANIZATIONAL CLIMATE
RATING SCALES
SCHOOL SUPERINTENDENTS
ADMINISTRATOR CHARACTERISTICS
ADMINISTRATOR QUALIFICATIONS
EDUCATIONAL INNOVATION
ELEMENTARY SCHOOL SUPERVISORS
HIGH SCHOOL SUPERVISORS
MOTIVATION
PRINCIPALS
SCHOOL DISTRICTS

IDENTIFIERS

EUGENE

EDRS PRICE MF-$0.75 HC-$4.20 PLUS POSTAGE

CC 3.50 ADMINISTRATIVE PERSONNEL

REPORT NUMBER ED027610

TITLE ROLE PERCEPTIONS OF EDUCATIONAL ADMINISTRATORS AND RESEARCHERS RELATIVE TO IMPLEMENTATION OF RESEARCH FINDINGS.

AUTHOR(S) COOK, DESMOND L.; DAMICO, SANDRA B.

SOURCE OHIO STATE UNIV., COLUMBUS. EDUCATIONAL PROGRAM MANAGEMENT CENTER.

NOTE 23 P.; PREPARED FOR DELIVERY AT THE ANNUAL MEETING OF THE AMER. EDUC. RES. ASSN. (LOS ANGELES, CALIF., FEB. 5-8, 1969).

PUB DATE FEB 69

ABSTRACT

THE MOVEMENT OF RESEARCH FINDINGS FROM THE UNIVERSITY TO THE PUBLIC SCHOOL HAS HISTORICALLY BEEN SLOW. A RANDOM SAMPLE OF EDUCATIONAL RESEARCHERS AND SCHOOL SUPERINTENDENTS WERE SURVEYED TO DETERMINE (1) HOW SUPERINTENDENTS AND EDUCATIONAL RESEARCHERS ACTUALLY PERCEIVE RESPONSIBILITY FOR IMPLEMENTATION OF RESEARCH FINDINGS, AND (2) IF THE RESULTS CORRESPOND TO THOSE UNCOVERED BY DYKMAN IN HIS STUDY OF RESEARCH AND MANAGEMENT IN BUSINESS. THE SUBJECTS WERE ASKED TO RESPOND TO FOUR STATEMENTS CONCERNING ADMINISTRATOR-RESEARCHER RELATIONSHIPS, USING A FOUR-POINT, AGREEMENT-DISAGREEMENT SCALE. THE FOUR STATEMENTS ARE (1) SEPARATE-FUNCTIONALIST (ONE NEED NOT UNDERSTAND THE PROCESSESS, OBJECTIVES, OR ENVIRONMENT OF THE OTHER), (2) COMMUNICATOR (ADMINISTRATOR NEEDS TO UNDERSTAND METHODS AND LANGUAGE OF RESEARCHER), (3) PERSUADER (RESEARCHER NEEDS TO UNDERSTAND ADMINISTRATOR AND HIS METHODS), AND (4) MUTUAL-UNDERSTANDING (ADMINISTRATION AND RESEARCH CANNOT BE SEPARATED). THE RESPONSES INDICATED THAT (1) BOTH ADMINISTRATORS AND RESEARCHERS SHOW STRONG SUPPORT FOR THE MUTUAL-UNDERSTANDING POSITION, (2) THE PERCEPTIONS ON ALL POSITIONS ARE SIMILAR, AND (3) ADMINISTRATORS WITH RESEARCH EXPERIENCE AND RESEARCHERS WITH ADMINISTRATIVE EXPERIENCE ARE VERY SIMILAR IN THEIR PERCEPTIONS. (HW)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
EDUCATIONAL PRACTICE
RESEARCHERS UTILIZATION
SCHOOL SUPERINTENDENTS
CHANGE AGENTS
EDUCATIONAL RESEARCHERS
ROLE PERCEPTION

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

CGA 3.501 SALARY SCHEDULES AND CONTRACTS

REPORT NUMBER ED122400

TITLE SALARIES AND FRINGE BENEFITS: PROFESSIONAL PERSONNEL, 1975-1976. A STUDY OF THE SALARY AND FRINGE BENEFITS FOR SELECTED PROFESSIONAL PERSONNEL IN WESTERN NEW YORK.

SOURCE ERIE COUNTY BOARD OF COOPERATIVE EDUCATIONAL SERVICES 1, CHEEKTOWAGA, N.Y.

NOTE 106 P.; A RELATED DOCUMENT IS ED 114 943; PREPARED BY PLANNING AND INSTRUCTION SERVICES DIVISION

PUB DATE 76

ABSTRACT

THIS PUBLICATION PRESENTS COMPARATIVE DATA ON THE SALARIES AND FRINGE BENEFITS OF PROFESSIONAL PERSONNEL EMPLOYED BY SCHOOL DISTRICTS IN THE SIX COUNTIES OF WESTERN NEW YORK DURING THE 1975-76 SCHOOL YEAR. DATA WERE GATHERED FROM QUESTIONNAIRES COMPLETED BY THE INDIVIDUAL SCHOOL DISTRICTS; APPROXIMATELY 73 PERCENT OF THE 95 DISTRICTS IN WESTERN NEW YORK RESPONDED TO AT LEAST PART OF THE QUESTIONNAIRE. PART 1 PRESENTS DATA ON THE SALARIES AND RESPONSIBILITIES OF ADMINISTRATIVE PERSONNEL AT BOTH THE DISTRICT AND SCHOOL LEVEL; PART 2 PRESENTS SUMMARY DATA ON THE NUMBER OF ADMINISTRATIVE AND INSTRUCTIONAL PERSONNEL EMPLOYED AND THE NUMBER OF STUDENTS ENROLLED BY DIFFERENT DISTRICTS; PART 3 PRESENTS DATA ON TEACHER SALARIES; AND PART 4 PRESENTS DATA ON FRINGE BENEFITS FOR ADMINISTRATIVE AND INSTRUCTIONAL PERSONNEL. WITHIN EACH TABLE, DATA ARE LISTED BY INDIVDUAL SCHOOL DISTRICTS, WHICH ARE ARRANGED ALPHABETICALLY ACCORDING TO COUNTY. (JG)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
EDUCATIONAL FINANCE
FRINGE BENEFITS
OCCUPATIONAL INFORMATION
PROFESSIONAL PERSONNEL
SCHOOL DISTRICT SPENDING
TEACHER SALARIES
COMPARATIVE STATISTICS
ELEMENTARY SECONDARY EDUCATION
INSTRUCTIONAL STAFF
PERSONNEL DATA
SALARIES
TABLES (DATA)

IDENTIFIERS

NEW YORK

EDRS PRICE MF-$0.83 HC-$6.01 PLUS POSTAGE

CGA 3.501 SALARY SCHEDULES AND CONTRACTS

REPORT NUMBER	ED046121
TITLE	PLANNING THE FINANCIAL COMPENSATION OF SCHOOL ADMINISTRATIVE PERSONNEL
AUTHOR(S)	CASTETTER, WILLIAM B.; HEISLER, RICHARD S.
SOURCE	PENNSYLVANIA UNIV., PHILADELPHIA. GRADUAGE SCHOOL OF EDUCATION.
NOTE	57 P.
PUB DATE	70

ABSTRACT

THIS REPORT PRESENTS GUIDELINES FOR DEVISING A SYSTEMATIC, EQUITABLE COMPENSATION PLAN FOR ADMINISTRATIVE PERSONNEL THAT WOULD BE CONDUCIVE TO BOTH ORGANIZATIONAL EXPECTATIONS AND INDIVIDUAL SATISFACTION. ALTHOUGH THE PROPOSALS SET FORTH ARE NOT APPLICABLE TO ALL TYPES OF ORGANIZATIONAL ARRANGEMENTS, THEY MAY STIMULATE THE IMPROVEMENT OF COMPENSATION PLANS FOR THE TOTAL STAFF OF AN ORGANIZATION. SOME OF THE CONCEPTS COVERED INCLUDE A DEFINITION OF ADMINISTRATIVE PERSONNEL, OBJECTIVES OF COMPENSATION PLANNING, POSITION RESPONSIBILITY AND ITS RELATIONSHIP TO SALARY, CONTROL OF COMPENSATION PLANS, AND THE RELATIONSHIP OF STURCTURAL PLANNING TO COMPENSATION PLANNING. (JF)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
PERSONNEL NEEDS
SALARIES
ADMINISTRATOR EVALUATION
PERSONNEL POLICY
SALARY DIFFERENTIALS

AVAILABILITY: CENTER FOR FIELD STUDIES, UNIVERSITY OF PENNSYLVANIA, GRADUATE SCHOOL OF EDUCATION, PHILADELPHIA, PENNSYLVANIA 19104 ($5.00)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

CGA 3.501 SALARY SCHEDULES AND CONTRACTS

REPORT NUMBER ED088139

TITLE EMPLOYMENT CONTRACTS FOR SECONDARY SCHOOL ADMINISTRATORS. REPORT ON EDUCATIONAL PRACTICE, NUMBER TWO.

AUTHOR(S) BARRACLOUGH, TERRY

SOURCE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, WASHINGTON, D.C.; OREGON UNIV., EUGENE. ERIC CLEARINGHOUSE ON EDUCATIONAL MANAGEMENT.

NOTE 26 P.

PUB DATE 74

ABSTRACT

THIS SPECIAL REPORT WAS COMPILED FROM DATA SUPPLIED BY THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS. THE REPORT REPRESENTS THE COMBINED EFFORTS OF NASSP AND THE ERIC CLEARINGHOUSE ON EDUCATIONAL MANAGEMENT TO ASCERTAIN TRENDS IN SECONDARY ADMINISTRATOR CONTRACTS. THE AUTHOR HAS INCLUDED SEVERAL CONTRACTS AS SAMPLES OF CURRENT TRENDS; AND DEFINES TERMS, ANALYZES 69 CONTRACTS INDIVIDUALLY, DRAWS CONCLUSIONS FROM THE ANALYSES, AND SUGGESTS SOME GUIDELINES FOR CONTRACT DEVELOPMENT. (AUTHOR)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
EDUCATIONAL ADMINISTRATION
EMPLOYMENT PRACTICES
GUIDELINES
MODELS
PERSONNEL POLICY
SALARIES
CONTRACTS
EMPLOYER EMPLOYEE RELATIONSHIP
FRINGE BENEFITS
LEAVE OF ABSENCE
NATIONAL SURVEYS
PRINCIPALS
SECONDARY SCHOOLS

IDENTIFIERS

EMPLOYMENT CONTRACTS
SECONDARY SCHOOL ADMINISTRATORS

AVAILABILITY: NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, 1904 ASSOCIATION DRIVE, RESTON, VIRGINIA 22091 ($2.00, QUANTITY DISCOUNTS)

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

CGA 3.501 SALARY SCHEDULES AND CONTRACTS

REPORT NUMBER ED104003

TITLE THE SCHOOL CITY OF HAMMOND ADMINISTRATIVE REORGANIZATION AND RATE STRUCTURE STUDY.

SOURCE SPALDING (R.O.) AND ASSOCIATES, FREMONT, IND.

NOTE 66 P.

PUB DATE 74

ABSTRACT

A CONSULTING FIRM'S PLAN FOR REORGANIZING THE ADMINISTRATIVE STRUCTURE OF THE SCHOOL CITY OF HAMMOND AND A PROPOSED ADMINISTRATIVE SALARY SCHEDULE ARE OUTLINED. FIFTY-NINE ADMINISTRATIVE POSITIONS ARE DESCRIBED AND PLACED IN POSITION ACCORDING TO A PLAN PRESENTED IN THIRTY-ONE RECOMMENDATIONS THAT REDUCE TOTAL ADMINISTRATIVE COSTS. THE ADMINISTRATOR SALARY SCHEDULE IS BASED ON DATA THAT ASSESS THE PERSON AND POSITION ACCORDING TO EIGHT FACTORS: ACCOUNTABILITY, DECISIONMAKING, KNOWLEDGE AND EXPERIENCE, NUMBER OF STUDENTS AND STAFF, WORKING RELATIONSHIPS, PUBLIC INVOLVEMENT, AND AMOUNT OF BUDGET. TABLES AND CHARTS ILLUSTRATE THE RECOMMENDATIONS. (DW)

DESCRIPTORS

ADMINISTRATION
ADMINISTRATIVE PERSONNEL
ADMINISTRATOR RESPONSIBILITY
GOVERNANCE
ORGANIZATION
ORGANIZATIONAL DEVELOPMENT
SALARY DIFFERENTIALS
ADMINISTRATIVE ORGANIZATION
ADMINISTRATOR QUALIFICATIONS
EDUCATIONAL ADMINISTRATION
OCCUPATIONAL INFORMATION
ORGANIZATIONAL CHANGE
SALARIES
TABLES (DATA)

IDENTIFIERS

HAMMOND PUBLIC SCHOOLS

EDRS PRICE MF-$0.76 HC-$3.32 PLUS POSTAGE

CGA 3.501 SALARY SCHEDULES AND CONTRACTS also, CGR 3.514

REPORT NUMBER ED098690

TITLE TENURE AND CONTRACTS FOR ADMINISTRATORS. AN ERS REPORT.

AUTHOR(S) DOOB, HEATHER S.

SOURCE EDUCATIONAL RESEARCH SERVICE, WASHINGTON, D.C.

NOTE 69 P.

PUB DATE 74

ABSTRACT

BASED ON THE RESULTS OF SURVEYS OF LOCAL SCHOOL DISTRICTS AND STATE DEPARTMENTS OF EDUCATION IN 1973 AND 1974. THIS REPORT PROVIDES INFORMATION ON CONTRACTS AND TENURE FOR SCHOOL ADMINISTRATORS AND SUPERVISORS. DATA INCLUDE LOCAL AND STATE TENURE POLICIES AND LENGTH OF PROBATIONARY AND PERMANENT CONTRACTS. TABLES OF DATA ARE INCLUDED. (AUTHOR/DW)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
ELEMENTARY SECONDARY EDUCATION
NATIONAL SURVEYS
PRINCIPALS
STATE LEGISLATION
SUPERVISORS
CONTRACTS
JOB TENURE
PERSONNEL POLICY
STATE DEPARTMENTS OF EDUCATION
SUPERINTENDENTS
TENURE

AVAILABILITY: EDUCATIONAL RESEARCH SERVICE, INC., 1815 N. FORT MYER DRIVE, ARLINGTON, VIRGINIA 22209 ($6.00, PAYMENT MUST ACCOMPANY ORDERS LESS THAN $10.00)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

CGA 3.501 SALARY SCHEDULES AND CONTRACTS

REPORT NUMBER ED085914

TITLE FRINGE BENEFITS FOR ADMINISTRATIVE AND SUPERVISORY PERSONNEL IN PUBLIC SCHOOLS, 1973-74. AN ERS REPORT.

AUTHOR(S) STIEBER, GERTRUDE N.

SOURCE EDUCATIONAL RESEARCH SERVICE, WASHINGTON, D.C.

NOTE 79 P.; A RELATED DOCUMENT IS EA 005 651

PUB DATE 74

ABSTRACT

THIS REPORT, THE SECOND OF TWO MAJOR STUDIES FOR 1974-74 ON SALARY SCHEDULES AND FRINGE BENEFITS FOR ADMINISTRATIVE AND SUPERVISORY PERSONNEL IN PUBLIC SCHOOLS, PRESENTS THE RESULTS OF A BROAD NATIONAL STUDY OF FRINGE BENEFITS FOR SCHOOL ADMINISTRATORS. IT PROVIDES INFORMATION ON THE EXTENT AND NATURE OF LEAVE PROVISIONS (SICKNESS, VACATION, RELIGIOUS, PERSONAL, AND SABBATICAL); INSURANCE BENEFITS (HOSPITALIZATION, MAJOR MEDICAL/SURGICAL, DENTAL CARE, VISION CARE, AND GROUP LIFE INSURANCE); TUITION GRANTS; SEVERANCE PAY; AND THE PAYMENT OF PROFESSIONAL ASSOCIATION DUES. THE MAJOR PART OF THE REPORT CONSISTS OF A 62-PAGE SYSTEM-BY-SYSTEM LISTING OF THE 863 SYSTEMS THAT FURNISHED THE INFORMATION. FOR EASE OF COMPARISON, SCHOOL SYSTEMS ARE GROUPED INTO THREE CATEGORIES BY SIZE OF ENROLLMENT WITHIN THEIR RESPECTIVE STATE. THE LISTING GIVES THE NUMBER OF DAYS OF VACATION LEAVE AND SICK LEAVE; THE MAXIMUM ACCUMULATION GRANTED FOR EACH TYPE OF LEAVE FOR EACH REPORTING SYSTEM; THE NUMBER OF EMERGENCY OR PERSONAL LEAVE DAYS; AND THE NUMBER OF DAYS OF RELIGIOUS LEAVE AND WHETHER OR NOT THESE DAYS ARE CHARGED TO SICK LEAVE. THE REPORT CONTAINS FOUR SUMMARY TABLES THAT SHOW NATIONAL DISTRIBUTIONS, MEANS, MEDIANS, RANGES OF DAYS GRANTED FOR VARIOUS TYPES OF LEAVE, AND DISTRIBUTIONS FOR VARIOUS INSURANCE PROVISIONS. THE FIRST THREE TALBES, IN MULTIPLE PARTS, ARE BASED ON AN ENROLLMENT GROUPING OF LARGE, MEDIUM, SMALL, AND VERY SMALL SYSTEMS. THE FOURTH TABLE SHOWS THE PERCENTAGE FREQUENCY OF SOME OF THE MORE COMMON FRINGE BENEFITS REPORTED BY SCHOOL SYSTEMS WITHIN GEOGRAPHIC REGIONS. (AUTHOR/EA)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
FRINGE BENEFITS
LEAVE OF ABSENCE
PUBLIC SCHOOL SYSTEMS
SCHOOL SUPERINTENDENTS
STATISTICAL DATA
SURVEYS
ELEMENTARY SCHOOLS
HEALTH INSURANCE
PRINCIPALS
SABBATICAL LEAVES
SECONDARY SCHOOLS
SUPERVISORS
TABLES (DATA)

AVAILABILITY: EDUCATIONAL RESEARCH SERVICE, INC., 1815 NORTH FORT MYER DRIVE, ARLINGTON, VIRGINIA 22209 ($6.00)

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

CGA 3.501 SALARY SCHEDULES AND CONTRACTS

REPORT NUMBER ED113790

TITLE CONSTRUCTING SALARY SCHEDULES FOR PRINCIPALS AND ASSISTANT PRINCIPALS. ADMINISTRATIVE INFORMATION REPORT.

SOURCE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, RESTON, VA.

NOTE 17 P.

PUB DATE OCT 75

ABSTRACT

THIS PUBLICATION DESCRIBES VARIOUS APPROACHES USED BY SCHOOL DISTRICTS TO DETERMINE SALARY SCHEDULES FOR PRINCIPALS AND VICE-PRICIPALS AND PRESENTS SAMPLE SALARY SCHEDULES AND CRITERIA ILLUSTRATING EIGHT DIFFERENT APPROACHES. THE INFORMATION PRESENTED HERE WAS DERIVED FROM DATA GATHERED DURING THE 1974-75 NATIONAL SURVEY OF SALARIES AND WAGES IN PUBLIC SCHOOLS CONDUCTED BY EDUCATIONAL RESEARCH SERVICE. THE EIGHT APPROACHES DESCRIBED ARE GENERALLY VARIATIONS ON FIVE METHODS OF SETTING PRINCIPALS' SALARY SCHEDULES: A SEPARATE SALARY SCHEDULE, UNRELATED TO ANY OTHER SALARY IN THE DISTRICT; A SALARY SCHEDULE BASED ON A PERCENTAGE OF THE DISTRICT SUPERINTENDENT'S SALARY; A SALARY SCHEDULE BASED ON A PERCENTAGE OF THE SALARY OF SENIOR HIGH SCHOOL PRINCIPALS IN THE DISTRICT; A SALARY SCHEDULE BASED ON A PERCENTAGE OF SOME OTHER REFERENCE FIGURE (SUCH AS THE AVERAGE OF SUPERINTENDENTS' SALARIES IN NEIGHBORING DISTRICTS); AND SALARIES SET INDEPENDENTLY FOR EACH PRINCIPAL, EITHER THROUGH INDIVIDUAL NEGOTIATIONS OR BASED ON A SUBJECTIVE DECISION BY THE SUPERINTENDENT OR SCHOOL BOARD. (JG)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
EDUCATIONAL FINANCE
NATIONAL SURVEYS
PRINCIPALS
SALARY DIFFERENTIALS
ASSISTANT PRINCIPALS
ELEMENTARY SECONDARY EDUCATION
PERSONNEL POLICY
SALARIES
TABLES (DATA)

AVAILABILITY: NASSP OFFICE OF PROFESSIONAL ASSISTANCE, 1904 ASSOCIATION DRIVE, RESTON, VIRGINIA 22091 ($0.25, ORDERS OF LESS THAN $5.00 MUST BE PREPAID)

EDRS PRICE MF-$0.76 PLUS POSTAGE. HC NOT AVAILABLE FROM EDRS.

CGA 3.501 SALARY SCHEDULES AND CONTRACTS

REPORT NUMBER	ED119354
TITLE	CONSTRUCTING DIFFERENT SALARY SCHEDULES FOR ADMINISTRATORS.
AUTHOR(S)	KINCAID, WAYNE H.
NOTE	13 P.; SPEECH GIVEN BEFORE THE ANNUAL MEETING OF THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS (60TH, WASHINGTON, D.C., FEBRUARY 13-18, 1976)
PUB DATE	FEB 76

ABSTRACT

ALTHOUGH MANY WAGE THEORIES HAVE BEEN PROPOSED TO EXPLAIN THE PROCESS WHEREBY SOME AGREEMENT IS REACHED ABOUT WHO IS TO RECEIVE WHAT SALARY, NONE SEEMS ADEQUATE TO EXPLAIN ALL WAGES IN GENERAL. EVEN INDEPTH STUDIES ATTEMPTING TO ESTABLISH A RANKING OF JOBS FOR COMPENSATION PURPOSES HAVE NOT FOUND GENERAL ACCEPTANCE BY SCHOOL SYSTEMS. INSTEAD, A SCHOOL CORPORATION IS MORE LIKELY TO STUDY THE SALARY STRUCTURE OF OTHER SIMILAR CORPORATIONS AND MAKE COMPARISONS AND ADJUSTMENTS ON THIS BASIS. SUCH STUDIES USUALLY RESULT IN THE ESTABLISHMENT OF A BASE SALARY, WHICH THEN MAY BE ADJUSTED BY FACTORS RELATING TO EXPERIENCE, SIZE OF SHCOOL, LEVEL OF EDUCATION, AND RESPONSIBILITY. ORGANIZATIONS OF LOCAL SCHOOL ADMINISTRATORS HAVE A ROLE TO PLAY, BUT THIS ROLE SHOULD BE DETERMINED BY PROFESSIONAL PEOPLE ACTING IN A PROFESSIONAL WAY. (AUTHOR)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
EDUCATIONAL FINANCE
EMPLOYER EMPLOYEE RELATIONSHIP
SALARIES
SCHOOL DISTRICTS
EDUCATIONAL ADMINISTRATION
ELEMENTARY SECONDARY EDUCATION
PERSONNEL POLICY
SALARY DIFFERENTIALS

EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE

CGA 3.501 SALARY SCHEDULES AND CONTRACTS

REPORT NUMBER ED084672

TITLE SALARIES SCHEDULED FOR ADMINISTRATIVE AND SUPERVISORY PERSONNEL IN PUBLIC SCHOOLS, 1973-74. AN ERS REPORT.

AUTHOR(S) STIEBER, GERTRUDE N.

SOURCE EDUCATIONAL RESEARCH SERVICE, WASHINGTON, D.C.

NOTE 71 P.

PUB DATE 73

ABSTRACT

ACCURATE DATA RELATED TO CURRENT SALARIES ARE ESSENTIAL IN DEVELOPING AND MAINTAINING ADEQUATE COMPENSATION FOR ADMINISTRATIVE PERSONNEL. THIS IS THE FIRST IN A SERIES OF COMPREHENSIVE ERS NATIONAL STUDIES OF SALARIES AND FRINGE BENEFITS FOR ADMINISTRATIVE AND SUPERVISORY PERSONNEL IN PUBLIC SCHOOLS. THIS REPORT GIVES PRECISE INFORMATION FOR SCHOOL DISTRICTS RESPONDING TO A NATIONAL SURVEY OF A STRATIFIED RANDOM SAMPLE OF LARGE, MEDIUM, AND SMALL SCHOOL SYSTEMS. THE MAJOR PART OF THE REPORT CONSISTS OF A SYSTEM-BY-SYSTEM LISTING OF THE 562 DISTRICTS THAT FURNISHED USABLE SALARY SCHEDULE INFORMATION. THE LISTING GIVES EACH SYSTEM'S MINIMUM AND MAXIMUM SCHEDULED SALARIES FOR ASSOCIATE AND/OR DEPUTY SUPERINTENDENTS, ASSISTANT SUPERINTENDENTS, AND CERTAIN OTHER CENTRAL-OFFICE POSITIONS; AND SCHEDULED MINIMUM AND MAXIMUM SALARIES FOR SUPERVISING AND ASSISTANT PRINCIPALS. SALARIES SHOWN FOR SUPERINTENDENTS ARE SALARIES ACTUALLY BEING PAID SINCE THE SALARIES OF SUPERINTENDENTS ARE USUALLY BASED ON AN INDIVIDUAL CONTRACT WITH THE SCHOOL BOARD. THE LISTING ALSO INCLUDES DETAILED INFORMATION REGARDING THE SCHEDULING OF SALARIES FOR PRINCIPALS (E.G., DIFFERENTIALS FOR DAYS ON DUTY, ACADEMIC PREPARATION LEVELS, AND SIZE OF SCHOOL TO WHICH ASSIGNED). ALSO, METHODS OF STRUCTURING SCHEDULES BASED ON THEIR RELATIONSHIP, OR LACK OF RELATIONSHIP, TO THE SCHEDULES FOR TEACHERS ARE SHOWN IN THE LISTING. SUMMARY TABLES ARE INCLUDED THAT SHOW MEAN, MEDIAN, AND RANGES OF MINIMUM SALARIES SCHEDULED AND MAXIMUM SALARIES SCHEDULED IN REPORTING SYSTEMS. (AUTHOR)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
FRINGE BENEFITS
PRINCIPALS
SALARIES
SCHOOL SUPERINTENDENTS
STATISTICAL DATA
SURVEYS
ELEMENTARY SCHOOLS
INFORMATION DISSEMINATION
PUBLIC SCHOOL SYSTEMS
SALARY DIFFERENTIALS
SECONDARY SCHOOLS
SUPERVISORS
TABLES (DATA)

AVAILABILITY: EDUCATIONAL RESEARCH SERVICE, INC., 1815 NORTH FORT MYER DRIVE, ARLINGTON, VA 22209 ($5.00)

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

CGB 3.502 ADMINISTRATIVE POSITIONS

REPORT NUMBER EJ059719

TITLE ADMINISTRATIVE STAFFING PATTERNS IN ONTARIO SCHOOL DISTRICTS

AUTHOR(S) HICKCOX, E. S.; DUCHARME, D. J.

PUB DATE JUN 72

ABSTRACT

CHARACTERISTICS OF ORGANIZATION STRUCTURE, ADMINISTRATOR TO STUDENT RATIOS, PROGRAM INTEGRATION, ACCOUNTABILITY FLOW, AND DECISION-MAKING WERE STUDIED IN 53 ONTARIO SCHOOL DISTRICTS. (AUTHORS)

DESCRIPTORS

ADMINISTRATOR ROLE
EDUCATIONAL ACCOUNTABILITY
SCHOOL ADMINISTRATION
SCHOOL ORGANIZATION
DECISION MAKING
QUESTIONNAIRES
SCHOOL DISTRICTS
STAFF UTILIZATION

IDENTIFIERS

CANADA
ONTARIO

CITATION ALBERTA JOURNAL OF EDUCATIONAL RESEARCH; 18; 2; 100-10

CGBA 3.503 ASSISTANT SUPERINTENDENT

REPORT NUMBER ED048652

TITLE PROFILES OF THE ADMINISTRATIVE TEAM

SOURCE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, WASHINGTON, D.C.

NOTE 148 P.

PUB DATE 71

ABSTRACT

THIS DOCUMENT FOCUSES ON THE ROLE OF ASSISTANT SUPERINTENDENTS IN (1) GENERAL SCHOOL ADMINISTRATION, (2) INSTRUCTION, (3) BUSINESS AFFAIRS, (4) PERSONNEL SERVICES, (5) PUPIL SERVICES, (6) SCHOOL COMMUNITY RELATIONS, AND (7) HUMAN RELATIONS. (LLR)

DESCRIPTORS

ADMINISTRATOR CHARACTERISTICS
ADMINISTRATOR ROLE
HUMAN RELATIONS
INSTRUCTION
PUPIL PERSONNEL SERVICES
SCHOOL COMMUNITY RELATIONSHIP
ADMINISTRATOR RESPONSIBILITY
ASSISTANT SUPERINTENDENT ROLE
HUMAN RELATIONS PROGRAMS
INSTRUCTIONAL PROGRAMS
SCHOOL ADMINISTRATION
SCHOOL ORGANIZATION

AVAILABILITY: AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036 ($6.00, QUANTITY DISCOUNTS)

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

CGBB 3.504 DIRECTOR OF BUSINESS AFFAIRS

REPORT NUMBER EJ120808

TITLE THE SCHOOL BUSINESS OFFICIAL

AUTHOR(S) ABRAMSON, PAUL

PUB DATE JUL 75

ABSTRACT

A SURVEY TAKES AN INDEPTH LOOK AT THE SCHOOL BUSINESS OFFICIAL. QUESTIONNAIRES WERE SENT TO 5,200 SCHOOL BUSINESS OFFICIALS THROUGHOUT THE U.S. (AUTHOR)

DESCRIPTORS

NATIONAL SURVEYS	ADMINISTRATIVE PERSONNEL
ADMINISTRATOR EDUCATION	OCCUPATIONAL INFORMATION
SCHOOL DISTRICT SPENDING	

CITATION AMERICAN SCHOOL AND UNIVERSITY; 47; 11; 35, 37-38, 40

CGBB 3.504 DIRECTOR OF BUSINESS AFFAIRS

REPORT NUMBER EJ124125

TITLE THE SCHOOL BUSINESS OFFICIAL: EXCLUSIVE AS&U SURVEY

AUTHOR(S) ABRAMSON, PAUL

PUB DATE SEP 75

ABSTRACT

THE THIRD IN A SERIES OF ARTICLES ON THE CHIEF BUSINESS OFFICIAL IN PUBLIC SCHOOL DISTRICTS EXAMINES THE OFFICIALS' PURCHASING RESPONSIBILITY. DATA ARE SUMMARIZED IN NINE TABLES THAT CATEGORIZE RESPONSES BY ENROLLMENT SIZE. (MLF)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL	OCCUPATIONAL INFORMATION
OCCUPATIONAL SURVEYS	ADMINISTRATOR ROLE
DECISION MAKING	TABLES (DATA)
NATIONAL SURVEYS	ADMINISTRATIVE ORGANIZATION

IDENTIFIERS

CHIEF BUSINESS OFFICIAL

CITATION AMERICAN SCHOOL AND UNIVERSITY; 48; 1; 59-60, 63

CGBB 3.504 DIRECTOR OF BUSINESS AFFAIRS

REPORT NUMBER EJ125786

TITLE THE SCHOOL BUSINESS OFFICIAL. EXCLUSIVE AS&U SURVEY, PART IV

AUTHOR(S) ABRAMSON, PAUL

PUB DATE OCT 75

ABSTRACT

THE FOURTH IN A SERIES OF ARTICLES ON THE CHIEF BUSINESS OFFICIAL IN PUBLIC SCHOOL DISTRACTS EXAMINES THE OFFICIALS' ACCESS TO COMPUTERS. DATA ARE SUMMARIZED IN SEVEN TABLES THAT CATEGORIZE RESPONSES BY ENROLLMENT SIZE. (MLF)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
COMPUTER SCIENCE
NATIONAL SURVEYS
TABLES (DATA)
DECISION MAKING
OCCUPATIONAL INFORMATION
SCHOOL DISTRICT SPENDING
OCCUPATIONAL SURVEYS
ADMINISTRATOR ROLE

IDENTIFIERS

CHIEF BUSINESS OFFICIAL

CITATION AMERICAN SCHOOL AND UNIVERSITY; 48; 2; 51-52, 59

CGBB 3.504 DIRECTOR OF BUSINESS AFFAIRS

REPORT NUMBER EJ127630

TITLE THE SCHOOL BUSINESS OFFICIAL. EXCLUSIVE AS&U SURVEY, CONCLUSION

AUTHOR(S) ABRAMSON, PAUL

PUB DATE NOV 75

ABSTRACT

THE FIFTH AND FINAL ARTICLE IN A SERIES ON THE ROLE OF THE CHIEF BUSINESS OFFICIAL PRESENTS THE OFFICIALS' RATING OF THE RELATIVE IMPORTANCE OF EIGHT MAJOR ISSUES OVER THE NEXT THREE YEARS. (MLF)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
PREDICTION
NATIONAL SURVEYS
TABLES (DATA)
ELEMENTARY SECONDARY EDUCATION
OCCUPATIONAL INFORMATION
FUTURES (OF SOCIETY)
OCCUPATIONAL SURVEYS
ADMINISTRATOR ROLE

IDENTIFIERS

CHIEF BUSINESS OFFICIAL

CITATION AMERICAN SCHOOL AND UNIVERSITY; 48; 3; 53, 55-56

CGBB 3.504 DIRECTOR OF BUSINESS AFFAIRS

REPORT NUMBER ED013478

TITLE THE STATUS AND FUNCTIONS OF THE LOCAL SCHOOL BUSINESS ADMINISTRATOR.

SOURCE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, WASHINGTON, D.C.

NOTE 58 P.

PUB DATE NOV 66

ABSTRACT

INFORMATION REGARDING TITLE AND STATUS, RESPONSIBILITIES, PERSONNEL SUPERVISION, SALARIES, QUALIFICATIONS, AND JOB DESCRIPTIONS OF SCHOOL BUSINESS ADMINISTRATORS WAS OBTAINED FROM INDIVIDUAL SCHOOL SYSTEMS THROUGHOUT THE COUNTRY. THE INFORMATION WAS RECEIVED FROM 239 OF THE 274 QUESTIONNAIRES. THIS CIRCULAR IS ALSO AVAILABLE FROM EDUCATIONAL RESEARCH SERVICE, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036, 56 PAGES, $1.25. (HW)

DESCRIPTORS
ADMINISTRATIVE PERSONNEL
PUBLIC SCHOOL SYSTEMS
RESPONSIBILITY
STATUS
SUPERVISOR QUALIFICATIONS
OCCUPATIONAL INFORMATION
QUESTIONNAIRES
SALARIES
SUPERVISION
TABLES (DATA)

IDENTIFIERS
DISTRICT OF COLUMBIA

EDRS PRICE MF-$0.75 HC-$3.15 PLUS POSTAGE

REPORT NUMBER EJ046668

TITLE DELEGATE LEARNING RESPONSIBILITIES TO THE TRAINEES

AUTHOR(S) URANECK, WILLIAM O.

PUB DATE NOV 71

ABSTRACT

A REPORT ON A PARTICIPATIVE LEARNING EXPERIENCE IN SUPERVISORY TRAINING. (EDITOR)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL	DISCOVERY LEARNING
EMPLOYMENT EXPERIENCE	LEARNING EXPERIENCE
PERSONNEL POLICY	TEACHING TECHNIQUES

CITATION TRAINING AND DEVELOPMENT JOURNAL; 25; 11; 44-5

CGBF 3.508 PRINCIPALS AND ASSISTANT PRINCIPALS

REPORT NUMBER EJ093830

TITLE ACCOUNTABILITY AND MANAGEMENT BY OBJECTIVES

AUTHOR(S) READ, EDWIN A.

PUB DATE MAR 74

ABSTRACT

FOR A CONCISE EXPOSITION OF WHAT MANAGEMENT BY OBJECTIVES IS AND WHAT IT COULD MEAN FOR SCHOOLS, WITH SPECIAL REFERENCE TO THE PRINCIPALSHIP, THIS ARTICLE IS RECOMMENDED READING. (EDITOR)

DESCRIPTORS
EDUCATIONAL ACCOUNTABILITY
EDUCATIONAL FINANCE
DECISION MAKING
MEASUREMENT
SCHOOL ADMINISTRATION
EDUCATIONAL PRACTICE
PROBLEM SOLVING
PRINCIPALS

IDENTIFIERS
MANAGEMENT BY OBJECTIVES

CITATION NASSP BULLETIN; 58; 380; 1-10

CGBF 3.508 PRINCIPALS AND ASSISTANT PRINCIPALS also, H 8.0

REPORT NUMBER ED077135

TITLE AN ESSAY ON ROLE ATTRITION: THREE STUDIES OF THE JOB OF THE PRINCIPAL.

AUTHOR(S) MCCLEARY, LLOYD E.

NOTE 20 P.

PUB DATE 8 APR 71

ABSTRACT

DATA GENERATED FORM THREE STUDIES IN TWENTY-TWO URBAN SECONDARY SCHOOLS INDICATE THAT THE ROLE OF THE SECONDARY SCHOOL ADMINISTRATOR HAS BEEN AND IS UNDERGOING A STEADY ATTRITION IN TERMS OF DOMAIN AND SCOPE OF INFLUENCE, SOURCES OF ORGANIZATIONAL POWER, AND BASES OF AUTHORITY TO EFFECTIVELY LEAD A PROFESSIONALIZED ORGANIZATION. ONE SERIES OF INVESTIGATIONS DEALT WITH ANALYSIS OF ADMINISTRATIVE TASKS, ONE WITH COMMUNICATION NETS AND FLOW OF INTERPERSONAL INFLUENCE, AND A THIRD WITH ANALYSIS OF THE AUTHORITY HIERARCHY AND THE RELATIONSHIP OF THE PRINCIPAL TO OTHER AUTHORITY FIGURES. SINCE WIDE VARIATIONS EXISTING IN THE ROLE WERE FOUND TO BE RELATED TO DISTRICT SIZE, THE AUTHOR SUGGESTS AS THREE ALTERNATIVE EXPLANATIONS: (1) THE DEMANDS AND SUGGESTIONS OF THE DISTRICT OFFICE PERSONNEL, WHICH GAVE HIGH PRIORITY TO MANAGEMENT MATTERS AND REQUIRED OTHER ACTIVITIES TO BE HANDLED IN AN ADMINISTRATIVE RATHER THAN IN A SUPERVISORY WAS; (2) PRINCIPALS' PREFERENCES BY TRAINING AND EXPERIENCE; AND (3) THE HIGH DEGREE OF STABILITY OVER TIME IN A SCHOOL'S ORGANIZATIONAL STRUCTURE, SO THAT PAST PRACTICES WERE A SIGNIFICANT DETERMINANT OF THE PRINCIPAL'S ROLE. THE AUTHOR ASSERTS THAT THE STEADY ATTRITION OF THE PRINCIPAL'S ROLE AND THE SHIFT FROM EDUCATIONAL VALUES TO EDUCATIONAL MECHANCIS SHOW THE PRINCIPAL TO BE TREATENED FROM BOTH DIRECTIONS IN THE HIERARCHY, THAT IS, BY CENTRAL OFFICE STAFF AND BY THE DEMANDS OF TEACHER MILITANCY. (AUTHOR/WM)

DESCRIPTORS

ADMINISTRATIVE ORGANIZATION
ADMINISTRATOR ROLE
COMMUNICATION SKILLS
EDUCATIONAL RESEARCH
INTERACTION PROCESS ANALYSIS
MANAGEMENT SYSTEMS
PRINCIPALS
SCHOOL SYSTEMS
URBAN SCHOOLS
ADMINISTRATOR RESPONSIBILITY
BUREAUCRACY
EDUCATIONAL CHANGE
GROUP STRUCTURE
INTERPERSONAL RELATIONSHIP
POWER STRUCTURE
SCHOOL ADMINISTRATION
SECONDARY SCHOOLS

IDENTIFIERS

COMPETENCY
ROLE ATTITION

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

CGBF 3.508 PRINCIPALS AND ASSISTANT PRINCIPALS

REPORT NUMBER EJ100986

TITLE A DOUBLE-LOADED POWER SQUEEZE IN CRUNCHING YOUR PRINCIPALS

AUTHOR(S) NOLTE, M. CHESTER

PUB DATE AUG 74

ABSTRACT
SCHOOL PRINCIPALS ARE BEING PUSHED FROM BELOW BY MILITANT TEACHERS AND COURT PROTECTED STUDENTS, WHILE BEING PRESSURED FROM ABOVE BY HARRIED SUPERINTENDENTS AND ACCOUNTABILITY-CONSCIOUS BOARD MEMBERS. THE MIDDLE PART OF THE 1970'S MAY WELL BE THE LAST CHANCE FOR MAINTAINING PRINCIPALS AS AN INTEGRAL PART OF THE MANAGEMENT OF THE SCHOOLS. (AUTHOR/WM)

DESCRIPTORS
PRINCIPALS
SCHOOL ADMINISTRATION
EDUCATIONAL ACCOUNTABILITY
STUDENT RIGHTS
POWER STRUCTURE
BOARD ADMINISTRATOR RELATIONSHIP
ADMINISTRATOR ROLE
TEACHER MILITANCY
MANAGEMENT

CITATION AMERICAN SCHOOL BOARD JOURNAL; 161; 8; 28-30

CGBF 3.508 PRINCIPALS AND ASSISTANT PRINCIPALS

REPORT NUMBER EJ073981

TITLE THE ELEMENTARY PRINCIPAL: YOU'RE IN A POSITION TO MAKE A DIFFERENCE

AUTHOR(S) CARSWELL, EVELYN M.

PUB DATE APR 73

ABSTRACT
ARTICLE SUGGESTS CONSTRUCTIVE CHANGES PRINCIPALS CAN MAKE TO ENCOURAGE STUDENTS AND TEACHERS TO ENJOY THEIR EDUCATIONAL ENVIRONMENT. (RK)

DESCRIPTORS
ADMINISTRATOR ROLE
EDUCATIONAL PRACTICE
PRINCIPALS
SCHOOL ENVIRONMENT
EDUCATIONAL INNOVATION
ELEMENTARY SCHOOLS
SCHOOL ADMINISTRATION
SCHOOL ORGANIZATION

CITATION INSTRUCTOR; 82; 8; 24

CGBF 3.508 PRINCIPALS AND ASSISTANT PRINCIPALS

REPORT NUMBER	ED025004
TITLE	THE NORMATIVE WORLD OF THE ELEMENTARY SCHOOL PRINCIPAL
AUTHOR(S)	FOSKETT, JOHN M.
SOURCE	OREGON UNIV., EUGENE. CENTER FOR ADVANCE STUDY OF EDUCATIONAL ADMINISTRATION.
NOTE	125 P.
PUB DATE	67

ABSTRACT

TO DETERMINE COMMUNITY ATTITUDES TOWARD THE POSITION OF ELEMENTARY SCHOOL PRINCIAPL, DATA WERE GATHERED IN A PACIFIC COAST COMMUNITY IN 1965 THROUGH ROLE NORM INVENTORIES COMPELTED BY 367 TEACHERS, 22 PRINCIPALS, THE SEVEN MEMBERS OF THE SCHOOL BOARD, THE SUPERINTENDENT OF SCHOOLS, 603 CITIZENS, 56 COMMUNITY LEADERS, AND 207 PARENTS. FINDINGS INDICATE THAT CONFLICTING VIEWS OF THE PRINCIPAL'S ROLE ARE HELF BOTH BY THE PRINCIPALS THEMSELVES AND BY THE OTHER POPULATIONS STUDIED. WITH THE PRINCIPAL IDENTIFIED PARTLY AS AN ADMINISTRATOR AND PARTLY AS A MEMBER OF THE TEACHING STAFF, HE TENDS TO BE ASSOCIATED IN PART WITH EACH OF THE ROLES AND NOT COMPLETELY WITH EITHER. THIS ROLE AMBIGUITY MAY LEAD TO LOW MORALE AND TO INEFFECTIVE PERFORMANCE BY ELEMENTARY SCHOOL PRINCIPALS. APPENDICES INCLUDE THE ELEMENTARY SCHOOL PRINCIPAL ROLE NORM INVENTORY AND ANALYSES OF SCHORES FOR SELF-EXPECTATIONS OF PRINCIPALS, PRINCIPALS' PERCEPTIONS OF THE EXPECTATIONS OF OTHERS, AND ACTUAL ECPECTATIONS OF OTHERS. A RELATED DOCUMENT IS ED 014 126. (JK)

DESCRIPTORS

ADMINISTRATOR ATTITUDES
BOARDS OF EDUCATION
ELEMENTARY SCHOOLS
PRINCIPALS
ROLE THEORY
TEACHER ATTITUDES
ADMINISTRATOR ROLE
COMMUNITY ATTITUDES
PARENT ATTITUDES
ROLE PERCEPTION
SCHOOL SUPERINTENDENTS

AVAILABILITY: PUBLICATIONS DEP. CENTER FOR THE ADVANCED STUDY OF EDUC. ADMIN., HENDRICKS HALL, UNIV, OF OREGON, EUGENE, OREGON 97403 ($2.00).

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CGBF 3.508 PRINCIPALS AND ASSISTANT PRINCIPALS

REPORT NUMBER EJ096022

TITLE A CONVERSATION WITH KEITH GOLDHAMMER

AUTHOR(S) HOUTS, PAUL L.

PUB DATE MAR-APR 74

ABSTRACT

TOPICS COVERED RAGE BROADLY FROM EDUCATIONAL LEADERSHIP AND THE RESPONSIBILITIES OF THE ELEMENTARY SCHOOL PRINCIPAL TO SELECTION CRITERIA AND TRAINING PROGRAMS FOR SCHOOL ADMINISTRATORS. (WM)

DESCRIPTORS

LEADERSHIP
PRINCIPALS
ADMINISTRATOR CHARACTERISTICS
ADMINISTRATOR EDUCATION
EDUCATIONAL CHANGE
ADMINISTRATOR SELECTION
ADMINISTRATOR ROLE
QUESTION ANSWER INTERVIEWS
SABBATICAL LEAVES
ELEMENTARY SCHOOLS

CITATION NATIONAL ELEMENTARY PRINCIPAL; 53; 3; 27-34

CGBF 3.508 PRINCIPALS AND ASSISTANT PRINCIPALS

REPORT NUMBER EJ055571

TITLE THE PRINCIPAL AND SCHOOL SOCIAL WORK

AUTHOR(S) DEMSCH, BERTHOLD; FRIEDMAN, LORRAINE

PUB DATE FEB-MAR 72

ABSTRACT

ARTICLE FOCUSES ON THE PRINCIPAL'S INVOLVEMENT WITHIN CERTAIN GUIDELINES FOR THE EFFECTIVE ADMINISTRATION AND SUPERVISION OF A SCHOOL SOCIAL WORK PROGRAM. (AUTHORS)

DESCRIPTORS

ADMINISTRATOR RESPONSIBILITY
FACILITY REQUIREMENTS
PRINCIPALS
SCHOOL SOCIAL WORKERS
CONFIDENTIAL RECORDS
PARENT SCHOOL RELATIONSHIP
PUPIL PERSONNEL SERVICES

CITATION EDUCATION; 92; 3; 111-3

CGBF 3.508 PRINCIPALS AND ASSISTANT PRINCIPALS

REPORT NUMBER	ED002949
TITLE	MEN AND WOMEN AS ELEMENTARY SCHOOL PRINCIPALS
AUTHOR(S)	GROSS, NEAL; TRASK, ANNE E.
SOURCE	HARVARD UNIV., CAMBRIDGE, MASS. GRADUATE SCHOOL OF EDUCATION.
NOTE	415 P.
PUB DATE	JUN 64

ABSTRACT

THE BACKGROUNDS, CAREERS, AND PERFORMANCE OF MEN AND WOMEN AS ELEMENTARY SCHOOL PRINCIPALS WERE EXAMINED TO RELATE SEX DIFFERENCE TO THE FUNCTIONING OF THEIR SCHOOLS. THIS REPORT REPRESENTED THE SECOND OF SEVERAL MONOGRAPHS THAT PRESENTED THE FINDINGS OF THE NATIONAL PRINCIPALSHIP STUDY, 'A COMPREHENSIVE INVESTIGATION OF THE ROLE OF SCHOOL PRINCIPALS IN PUBLIC EDUCATION.' DATA REQUIRED FOR THIS EXAMINATION WERE OBTAINED FROM A NATIONAL CROSS-SAMPLE OF ABOUT 190 ELEMENTARY SCHOOL PRINCIPALS IN OVER 40 LARGE SCHOOL SYSTMES. IT WAS EMPHASIZED THAT ALL FINDINGS OF THIS PROJECT HAVE REFERENCE TO GROUP OR CLASS, NOT INDIVIDUAL, DIFFERENCES BETWEEN MEN AND WOMEN PRINCIPALS. THESE SEX DIFFERNECES WERE EVALUATED, USING THE FOLLOWING FACTORS FOR COMPARISON--(1) CAREER DECISIONS AND OCCUPATIONAL HISTORIES, (2) SPECIFIC REACTIONS TO AND FEELINGS ABOUT WORK, AND (3) JOB PERFORMANCE AND OPERATIONAL CHARACTERISTICS OF THE RESPECTIVE SCHOOLS. MANY ASPECTS IN EACH OF THESE AREAS WERE FOUND TO HAVE DIRECT ASSOCIATIONS WITH SEX DIFFERENCES. ADDITIONAL RESEARCH WAS RECOMMENDED TO EXPAND THIS STUDY TO OTHER SCHOOL POPULATIONS, AS WELL AS SUCH AREAS AS BUSINESS AND THE PROFESSIONS. (JH)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
CAREER CHOICE
FEMALES
MALES
PERFORMANCE FACTORS
PUBLIC EDUCATION
SEX (CHARACTERISTICS)
SOCIOLOGY
URBAN SCHOOLS
BACKGROUND
ELEMENTARY SCHOOL SUPERVISORS
GROUP BEHAVIOR
OCCUPATIONAL INFORMATION
PRINCIPALS
SCHOOL ADMINISTRATION
SEX DIFFERNECES
STATISTICAL SURVEYS

IDENTIFIERS

CAMBRIDGE
MASSACHUSETTS

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CGBF 3.508 PRINCIPALS AND ASSISTANT PRINCIPALS

REPORT NUMBER EJ129307

TITLE COMPENSATING MIDDLE MANAGEMENT--A DESIGN

AUTHOR(S) JORDAN, K. FORBIS; HANES, CAROL E.

PUB DATE DEC 75

ABSTRACT

COMPENSATION PROGRAMS DESIGNED SPECIFICALLY FOR SCHOOL MIDDLE MANAGERS SHOULD INVOLVE THEM AND SHOULD INCLUDE A PROGRAM FOR EVALUATING EMPLOYEE PERFORMANCE AND FOR DEVELOPING AND MAINTAINING JOB DESCRIPTIONS. (AUTHOR/MLF)

DESCRIPTORS

MANAGEMENT
ADMINISTRATIVE PERSONNEL
SALARIES
PERSONNEL EVALUATION
EDUCATIONAL ADMINISTRATION
MANAGEMENT BY OBJECTIVES
JOB ANALYSIS
OCCUPATIONAL INFORMATION

CITATION SCHOOL BUSINESS AFFAIRS; 41; 12; 289-290

CGBF 3.508 PRINCIPALS AND ASSISTANT PRINCIPALS

REPORT NUMBER EJ015262

TITLE DIVERGENT VIEWS OF THE PRINCIPAL'S ROLE: EXPECTATIONS HELF BY PRINCIPALS, TEACHERS AND SUPERINTENDENTS

AUTHOR(S) HOROWITZ, MYER; AND OTHERS

PUB DATE 69 DEC

DESCRIPTORS

ADMINISTRATOR ROLE
DISCRIMINANT ANALYSIS
PRINCIPALS
SELF CONCEPT
CONCEPT FORMATION
EXPECTANCY TABLES
SCHOOL SUPERINTENDENTS
TEACHERS

IDENTIFIERS

PRINCIPAL ROLE EXPECTATION INVENTO UNIVERSITY OF ALBERTA

CITATION ALBERTA J EDUC RES; 15; 4; 195-205

CGBF 3.508 PRINCIPALS AND ASSISTANT PRINCIPALS

REPORT NUMBER	ED035963
TITLE	CRITERIA FOR THE SELECTION OF PUBLIC ELEMENTARY SCHOOL PRINCIPALS IN THE STATE OF TEXAS.
AUTHOR(S)	POTEET, RALPH HARRIS
SOURCE	EAST TEXAS SCHOOL STUDY COUNCIL, COMMERCE.
NOTE	101 P.
PUB DATE	AUG 68

ABSTRACT

THIS STUDY PRESENTS THE CURRENT REQUIREMENTS, STANDARDS, AND PREFERENCES USED BY SUPERINTENDENTS OF TEXAS PUBLIC SCHOOLS IN THEIR SELECTION OF ELEMENTARY SCHOOL PRINCIPALS. SPECIFICALLY, THE STUDY ATTEMPTED TO DISCOVER THE ASPECTS, OTHER THAN COLLEGE RECORDS AND STATE CERTIFICATION, THAT ARE CONSIDERED IN THE SELECTION OF PRINCIPALS. A QUESTIONNAIRE WAS DEVELOPED AND DISTRIBUTED TO 25% OF THE SUPERINTENDENTS. THE FINAL RESPONSE WAS 267 COMPLETED QUESTIONNAIRES OR 97%. THE DATA ARE PRESENTED IN PERCENTAGE RESPONSES TO THE SURVEY QUESTIONS. A CHAPTER REVIEWING THE LITERATURE ON THE POSITION OF THE ELEMENTARY SCHOOL PRINCIPAL IS INCLUDED. THE CONCLUDING CHAPTER PRESENTS A SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS. A BIBLIOGRAPHY OF 88 ITEMS IS APPENDED. (MF)

DESCRIPTORS

ADMINISTRATOR SELECTION
CERTIFICATION
EDUCATIONAL ADMINISTRATION
INTERNSHIP PROGRAMS
PERSONNEL POLICY
PUBLIC SCHOOL SYSTEMS
SCHOOL SUPERINTENDENTS
BIBLIOGRAPHIES
CRITERIA
ELEMENTARY SCHOOLS
LEADERSHIP QUALITIES
PRINCIPALS
QUESTIONNAIRES
STANDARDS

IDENTIFIERS

TEXAS

EDRS PRICE MF-$0.75 HC-$5.40 PLUS POSTAGE

CGBG 3.509 ADMINISTRATIVE JOB DESCRIPTIONS also, BD 2.40

REPORT NUMBER ED054544

TITLE JOB DESCRIPTIONS: HOW TO WRITE THEM - HOW TO USE THEM.

SOURCE EDUCATIONAL SERVICE BUREAU, INC., WASHINGTON, D.C.

NOTE 88 P.

PUB DATE 66

ABSTRACT

THIS DOCUMENT PROVIDES GUIDELINES FOR PREPARING JOB DESCRIPTIONS AND SPECIFICATIONS IN EDUCATIONAL INSTITUTIONS. VARIOUS TERMS ARE DEFINED, CONDITIONS THAT PRECEDE THE COMPILATION OF JOB DESCRIPTIONS FOR SCHOOL DISTRICT PERSONNEL ARE DISCUSSED, AND SUGGESTIONS REGARDING THE DESCRIPTION FORMATS ARE OFFERED. THE REMAINDER OF THE DOCUMENT CONSISTS OF SAMPLE JOB DESCRIPTIONS PROVIDED BY VARIOUS SCHOOL DISTRICTS. POSITION DESCRIPTIONS ARE LISTED FOR (1) CENTRAL OFFICE PERSONNEL (ASSISTANT SUPERINTENDENTS, SECRETARIES, COORDINATORS, AND ADMINISTRATIVE ASSISTANTS; (2) SCHOOL PERSONNEL OTHER THAN CLASSROOM TEACHERS (PRINCIPALS, ASSISTANT PRINCIPALS, CLERICAL WORKERS, LIBRARIANS, GUIDANCE PERSONNEL, AND DEPARTMENT HEADS); AND (3) CLASSROOM TEACHERS. (MLF)

DESCRIPTORS

BOARD OF EDUCATION POLICY
GUIDELINES
OCCUPATIONAL INFORMATION
PRINCIPALS
SCHOOL SECRETARIES
TASK PERFORMANCE
EMPLOYMENT QUALIFICATIONS
JOB ANALYSIS
PARAPROFESSIONAL SCHOOL PERSONNEL
SCHOOL PERSONNEL
SCHOOL SUPERINTENDENTS
TEACHERS

IDENTIFIERS

CENTRAL OFFICE PERSONNEL

AVAILABILITY: EDUCATIONAL SERVICE BUREAU, INC., 1835 K STREET, N.W.,
WASHINGTON, D.C. 20006. ($4.95, QUANTITY DISCOUNTS)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

CGBG 3.509 ADMINISTRATIVE JOB DESCRIPTIONS also, CGF 3.513

REPORT NUMBER ED018870

TITLE GUIDE FOR SELF-APPRAISAL AND IMPROVEMENT OF ELEMENTARY SCHOOLS, EVALUATING CRITERIA. FIRST EDITION.

AUTHOR(S) ARCHER, CLIFFORD P.

SOURCE ASSOCIATION FOR THE EVALUATION OF THE ELEMENTARY SCHOOL, ST. PAUL, MINN.; UPPER MIDWEST REGIONAL EDUCATIONAL LAB., INC., ST. PAUL.

PUB DATE 66

ABSTRACT

AS THE PRODUCT OF A COOPERATIVE VENTURE BY EDUCATIONAL LEADERS OF FIVE MIDWESTERN STATES (IOWA, MINNESOTA, NORTH DAKOTA, SOUTH DAKOTA, AND WISCONSIN), A RATING GUIDE WAS DEVELOPED FOR THE PURPOSE OF ACHIEVING QUALITY EDUCATION IN ELEMENTARY SCHOOLS THROUGHOUT THE REGION. BASIC PREMISES INCLUDED PROVIDING EVERY CHILD WITH THE OPPORTUNITY TO ACHIEVE MAXIMUM DEVELOPMENT OF HIS POTENTIAL ABILITIES AND TO ACQUIRE THE SKILLS AND UNDERSTANDING NEEDED TO HELP HIM SHARE THE RESPONSIBILITIES OF A DEMOCRATIC SOCIETY. THE APPRAISAL THEIR OWN SCHOOL. USING A FIVE-POINT SCHALE, THE GUIDE PROVIDES FOR EVALUATING AN EXTENSIVE RANGE OF CRITERIA UNDER EACH OF FIVE MAIN HEADINGS--(1) ADMINISTRATION AND ORGANIZATION, RELATING TO DUTIES AND RELATIONSHIPS OF ADMINISTRATIVE PERSONNEL, (2) INSTRUCTIONAL PROGRAM AND MATERIALS, RELATING TO GOAL AND CURRICULUM DEVELOPMENT, SUBJECT PLANNING, AND THE SCHOOL LIBRARY (3) SCHOOL STAFF, RELATING TO QUANTITY AND QUALITY OF TEACHING STAFF, SPECIAL SERVICES AND TEACHERS, AND SUPERVISION PRACTICES, (4) SCHOOL PLANT, RELATING TO SITE, BUILDING, SAFETY FEATURES, COMMUNICATION SYSTEM, AND ASSEMBLY AND LUCH FACILITIES, AND (5) SCHOOL-COMMUNITY RELATIONS, RELATING TO POLICIES, LAY INVOLVEMENT, USE OF COMMUNITY RESOURCES, AND STAFF PARTICIPATION. AN ADDITIONAL SET OF CRITERIA FOR SCHOOL PLANT EVALUATION IS APPENDED. THIS DOCUMENT IS AVAILABLE FROM THE UPPER MIDWEST REGIONAL EDUCATIONAL LABORATORY INC., 2698 UNIVERSITY AVENUE, ST. PAUL, MINNESOTA 55114. (JK)

DESCRIPTORS

EDUCATIONAL FACILITIES
EDUCATIONAL OBJECTIVES
EDUCATIONAL QUALITY
EVALUATION CRITERIA
INSTRUCTIONAL MATERIALS
INSTRUCTIONAL STAFF
RATING SCALES
SCHOOL ADMINISTRATION
SCHOOL ORGANIZATION
EDUCATIONAL IMPROVEMENT
EDUCATIONAL PLANNING
ELEMENTARY SCHOOLS
GUIDES
INSTRUCTIONAL PROGRAMS
PROGRAM EVALUATION
REGIONAL COOPERATION
SCHOOL COMMUNITY RELATIONSHIP
SELF EVALUATION

IDENTIFIERS

ST. PAUL

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

CGBG 3.509 ADMINISTRATIVE JOB DESCRIPTION also, GBBA 7.604

REPORT NUMBER ED099774

TITLE APPLICATION FOR THE SHORT TERM POSITIONS OF STATE REGIONAL RIGHT TO READ DIRECTORS AND JOB DESCRIPTION FOR THE CALIFORNIA REGIONAL RIGHT TO READ DIRECTOR POSITIONS.

SOURCE CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO. RIGHT TO READ UNIT.

NOTE 6 P.

PUB DATE 74

ABSTRACT

THIS DOCUMENT CONSISTS OF AN APPLICATION FORM AND A JOB DESCRIPTION FOR THE SHORT TERM POSITIONS OF STATE REGIONAL RIGHT TO READ DIRECTORS FOR THE STATE OF CALIFORNIA. THE APPLICATION FORM ASKS FOR DEMOGRAPHIC FACTS AND INFORMATION ON ACADEMIC BACKGROUND, EMPLOYMENT EXPERIENCE, AND OTHER PROFESSIONAL EXPERIENCE. THE JOB DESCRIPTION DEFINES THE PROFESSIONAL FUNCTIONS OF A REGIONAL DIRECTOR WHICH INCLUD ATTENDING A FOUR WEEK RIGHT TO READ TRAINING SESSION, ESTABLISHING A RIGHT TO READ OFFICE AND TRAINING SITE IN A DESIGNATED REGION, KEEPING UPDATED RECORDS OF THE REGION, ARRANGING TECHNICAL ASSISTANCE AS NEEDED, AND PLANNING TRAINING SESSIONS OR WORKSHOPS. ALSO LISTED ARE DESIRABLE QUALIFICATIONS WHICH INCLUDE A MINIMUM OF FIVE YEARS OF ELEMENTARY EDUCATION, A MINIMUM OF TWO YEARS OF EXPERIENCE IN AN ADMINISTRATIVE CAPACITY, A LETTER OF APPROVAL FROM THE APPLICANT'S SUPERIOR FOR PARTICIPATION IN THESE PLANS, AND AT LEAST ONE LETTER OF RECOMMENDATION. (WR)

DESCRIPTORS
ADMINISTRATIVE PERSONNEL
EMPLOYMENT QUALIFICATIONS
READING
ADMINISTRATOR SELECTION
JOB APPLICATION
READING PROGRAMS

IDENTIFIERS
CALIFORNIA
RIGHT TO READ

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

CGC 3.510 RECRUITMENT

REPORT NUMBER ED075888

TITLE NEW APPROACHES TO RECRUITMENT AND SELECTION OF EDUCATIONAL ADMINISTRATORS. ERIC/CEM-UCEA SERIES ON ADMINISTRATOR PREPARATION. ERIC/CEM STATE-OF-THE-KNOWLEDGE SERIES, NUMBER EIGHTEEN. UCEA MONOGRAPH SERIES, NUMBER FIVE.

AUTHOR(S) STOUT, ROBERT T.

SOURCE OREGON UNIV., EUGENE. ERIC CLEARINGHOUSE ON EDUCATIONAL MANAGEMENT.; UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION, COLUMBUS, OHIO.

NOTE 53 P.

PUB DATE 73

ABSTRACT

IN THIS MONOGRAPH, THE AUTHOR CLAIMS THERE IS A NEED FOR ADMINISTRATORS WHO ARE RESPONSIVE TO LEGITIMATE DEMANDS FOR EDUCATIONAL CHANGE. HE REVIEWS THE SHORTCOMINGS OF CONTEMPORARY AMERICAN EDUCATIONAL SYSTEMS AND TRADITIONAL PROCEDURES FOR SELECTING AND PREPARING ADMINISTRATORS --A GROUP NOTED FOR ITS SIZE AND HOMOGENEITY. THE AUTHOR CONTENDS THAT RECRUITING INNOVATIVE PERSONNEL IS DIFFICULT BECAUSE SO LITTLE BEING KNOWN OF THE CHANGE PROCESS, THE LIKELIHOOD OF CONFLICT IS GREAT. NONETHELESS, THERE EXISTS A NEED FOR DIVERSITY OF EDUCATIONAL GOALS. HE DISCUSSESS THE ROLE THAT IS PLAYED BY UNIVERSITIES ATTEMPTING TO DESIGN TRAINING PROGRAMS FOR PRODUCING A VARIETY OF ADMINISTRATOR TYPES AND EXPLAINS THE NECESSITY OF THEIR HAVING TO RECRUIT FROM NONTRADITIONAL SOURCES, I.E., FROM THE RANKS OF 'UNSUCCESSFUL' TEACHERS OR NONTEACHERS. NEW CRITERIA FOR SELECTING TRAINEES ARE PROPOSED. A SELECTIVE BIBLIOGRAPHY IS APPENDED. (M)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
ADMINISTRATOR EDUCATION
ADMISSION CRITERIA
BUREAUCRACY
EDUCATIONAL ADMINISTRATION
EDUCATIONAL OBJECTIVES
PROFESSIONAL TRAINING
SCHOOLS OF EDUCATION
ADMINISTRATOR CHARACTERISTICS
ADMINISTRATOR SELECTION
BIBLIOGRAPHIES
CHANGE STRATEGIES
EDUCATIONAL CHANGE
PHILOSOPHY
RECRUITMENT

AVAILABILITY: UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION, 29 WEST WOODRUFF AVENUE, COLUMBUS, OHIO 43210 ($2.00 QUANTITY DISCOUNTS)

EDRS PRICE MF-$0.75 HC-$3.15 PLUS POSTAGE

CGC 3.510 RECRUITMENT

REPORT NUMBER ED025837

TITLE STRATEGIES TO EXPAND THE POOL FROM WHICH TALENTED PERSONS ARE RECRUITED FOR PREPARATION IN EDUCATIONAL ADMINISTRATION.

AUTHOR(S) FARQUHAR, ROBIN H.

NOTE 38 P.

PUB DATE 20 SEP 68

ABSTRACT

CURRENT RECRUITMENT EFFORTS IN EDUCATIONAL ADMINISTRATION ARE LIMITED BY THE NARROW TARGET POPULATION CONSIDERED (WHICH SELDOM EXTENDS BEYOND PROFESSIONAL EDUCATORS) AND THE UNSYSTEMATIC METHODS UTILIZED. IN ADDITION, FIVE SIGNIFICANT OBSTACLES TO EFFECTIVE RECRUITMENT ARE (1) THE LACK OF INFORMATION ABOUT EDUCATIONAL ADMINISTRATION AMONG POTENTIAL RECRUITS, (2) THE OCCUPATION'S LOW PERCEIVED STATUS AS A CAREER. (3) THE RESTRICTIONS TO ENTRY INTO THE OCCUPATION, (4) THE PROBLEMS OF GRADUATE STUDY FOR PERSONS ALREADY ESTABLISHED, AND (5) THE LOW GENERAL OPINION OF PREPARATION PROGRAMS IN EDUCATIONAL ADMINISTRATION. STRATEGIES TO EASE THE RECRUITMENT PROBLEMS INCLUDE: (1) COMMUNICATE TO HIGH SCHOOL SENIORS INFORMATION ABOUT THE CAREER, (2) ENCOURAGE TALENTED YOUNG PEOPLE TO ENTER PREPARATION PROGRAMS FROM POOLS TRADITIONALLY IGNORED BY CURRENT RECRUITMENT EFFORTS, (3) RECRUIT PERSONS FROM OTHER CAREERS IN WHICH RELEVANT COMPETENCIES ARE DEVELOPED, AND (4) RECRUIT PARAPROFESSIONALS TO SERVE IN SUPPORTIVE ADMINISTRATIVE ROLES IN BIG-CITY SCHOOL SYSTEMS. TO CONDUCT THE RECRUITMENT PROGRAM, A CONSORTIUM COMPOSED OF THE FOLLOWING KINDS OF AGENCIES SHOULD BE CREATED: (1) A NATIONWIDE GROUP OF SELECTED UNIVERSITIES AND ASSOCIATED SCHOOL SYSTEMS (IT IS RECOMMENDED THAT UCEA SERVE THIS NEED), (2) A FIRM TO PRODUCE PRINTED AND AUDIOVISUAL MATERIALS, (3) A PUBLIC RELATIONS OR ADVERTISING FIRM, AND (4) ONE OR MORE FUNDING ESTABLIHSMENTS. (HW)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
EDUCATIONAL ADMINISTRATION
LEADERSHIP TRAINING
PROGRAMS
RECRUITMENT

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

CCD 3.511 EMPLOYMENT

REPORT NUMBER EJ105398

TITLE EMPLOYMENT CONTRACTS FOR MANAGERS AND PROFESSIONALS

AUTHOR(S) VILLARREAL, JOHN J.

PUB DATE OCT 74

ABSTRACT

AN EMPLOYMENT CONTRACT REFERS TO THE AGREED-UPON CONTRIBUTIONS/INDUCEMENTS BETWEEN EMPLOYER AND EMPLOYEE. IMPLICATIONS, TYPES, AND LIMITATIONS OF EMPLOYMENT CONTRACTS ARE TOPICS EXPLORED. (AUTHOR/MW)

DESCRIPTORS
- CONTRACTS
  - PERSONNEL POLICY
  - PROFESSIONAL PERSONNEL
  - MANAGEMENT DEVELOPMENT
  - SALARIES
- EMPLOYER EMPLOYEE RELATIONSHIP
- INCENTIVE SYSTEMS
- ADMINISTRATIVE PERSONNEL
- CONTRACT SALARIES

IDENTIFIERS
- EMPLOYMENT CONTRACTS

CITATION PERSONNEL JOURNAL; 53; 10; 736-8

CGF 3.513 EVALUATION also, GAKD 7.403

REPORT NUMBER EJ077209

TITLE INVOLVING THE TEACHER IN EVALUATION

AUTHOR(S) DRUMMOND, WILLIAM H.

PUB DATE FEB 73

ABSTRACT

OFFERS SEVEN SUGGESTIONS TO ELEMENTARY PRINCIPALS THAT MIGHT MAKE THE TEACHER-ADMINISTRATOR EVALUATION A POSITIVE FORCE FOR SCHOOL IMPROVEMENT. (AUTHOR/EA)

DESCRIPTORS

ADMINISTRATOR GUIDES
EDUCATIONAL ACCOUNTABILITY
EDUCATIONAL IMPROVEMENT
EVALUATION CRITERIA
TEACHER EVALUATION
CONFIDENTIAL RECORDS
EDUCATIONAL ENVIRONMENT
ELEMENTARY SCHOOLS
TEACHER ADMINISTRATOR RELATIONSHIP
TEACHER PARTICIPATION

CITATION NATIONAL ELEMENTARY PRINCIPAL; 52; 5; 30-32

CGF 3.513 EVALUATION also, CGBB 3.509

REPORT NUMBER ED018870

TITLE GUIDE FOR SELF-APPRAISAL AND IMPROVEMENT OF ELEMENTARY SCHOOLS, EVALUATIVE CRITERIA. FIRST EDITION.

AUTHOR(S) ARCHER, CLIFFORD P.

SOURCE ASSOCIATION FOR THE EVALUATION OF THE ELEMENTARY SCHOOL, ST. PAUL, MINN.; UPPER MIDWEST REGIONAL EDUCATIONAL LAB., INC., ST. PAUL.

PUB DATE 66

ABSTRACT

AS THE PRODUCT OF A COOPERATIVE VENTURE BY EDUCATIONAL LEADERS OF FIVE MIDWESTERN STATES (IOWA, MINNESOTA, NORTH DAKOTA, SOUTH DAKOTA, AND WISCONSIN), A RATING GUIDE WAS DEVELOPED FOR THE PURPOSE OF ACHIEVING QUALITY EDUCATION IN ELEMENTARY SCHOOLS THROUGHOUT THE REGION. BASIC PREMISES INCLUDED PROVIDING EVERY CHILD WITH THE OPPORTUNITY TO ACHIEVE MAXIMUM DEVELOPMENT OF HIS POTENTIAL ABILITIES AND TO ACQUIRE THE SKILLS AND UNDERSTANDING NEEDED TO HELP HIM SHARE THE RESPONSIBILITIES OF A DEMOCRATIC SOCIETY. THE APPRAISAL INSTRUMENT WAS DESIGNED FOR USE BY ELEMENTARY SCHOOL STAFF MEMBERS APPRAISING THEIR OWN SCHOOL. USING A FIVE-POINT SCALE, THE GUIDE PROVIDES FOR EVALUATING AN EXTENSIVE RANGE OF CRITERIA UNDER EACH OF FIVE MAIN HEADINGS--(1) ADMINISTRATION AND ORGANIZATION, RELATING TO DUTIES AND RELATIONSHIPS OF ADMINISTRATIVE PERSONNEL, (2) INSTRUCTIONAL PROGRAM AND MATERIALS, RELATING TO GOAL AND CURRICULUM DEVELOPMENT, SUBJECT PLANNING, AND THE SCHOOL LIBRARY (3) SCHOOL STAFF, RELATING TO QUANTITY AND QUALITY OF TEACHING STAFF, SPECIAL SERVICES AND TEACHERS, AND SUPERVISION PRACTICES, (4) SCHOOL PLANT, RELATING TO SITE, BUILDING, SAFETY FEATURES, COMMUNICATION SYSTEM, AND ASSEMBLY AND LUNCH FACILITIES, AND (5) SCHOOL-COMMUNITY RELATIONS, RELATING TO POLICIES, LAY INVOLVEMENT, USE OF COMMUNITY RESOURCES, AND STAFF PARTICIPATION. AN ADDITIONAL SET OF CRITERIA FOR SCHOOL PLANT EVALUATION IS APPENDED. THIS DOCUMENT IS AVAILABLE FROM THE UPPER MIDWEST REGIONAL EDUCATIONAL LABORATORY INC., 2698 UNIVERSITY AVENUE, ST. PAUL, MINNESOTA 55114 (JK)

DESCRIPTORS

EDUCATIONAL FACILITIES
EDUCATIONAL OBJECTIVES
EDUCATIONAL QUALITY
EVALUATION CRITERIA
INSTRUCTIONAL MATERIALS
INSTRUCTIONAL STAFF
RATING SCALES
SCHOOL ADMINISTRATION
SCHOOL ORGANIZATION
EDUCATIONAL IMPROVEMENT
EDUCATIONAL PLANNING
ELEMENTARY SCHOOLS
GUIDES
INSTRUCTIONAL PROGRAMS
PROGRAM EVALUATION
REGIONAL COOPERATION
SCHOOL COMMUNITY RELATIONSHIP
SELF EVALUATION

IDENTIFIERS

ST. PAUL

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

CGF 3.513 EVALUATION also, KA 11.10 AND I 9.0

REPORT NUMBER ED059259

TITLE PROJECT 4-E, EVALUATING ELEMENTARY EDUCATION EFFECTIVELY.

AUTHOR(S) ALTSCHULD, JAMES W.; BAKER, DALE

SOURCE COLUMBUS CITY SCHOOL DISTRICT, OHIO

NOTE 21 P.

PUB DATE 71

ABSTRACT

THIS ELEMENTARY SCHOOL EVALUATION CHECKLIST COVERS ORGANIZATION AND ADMINISTRATION, CURRICULUM AND INSTRUCTION, PUPIL SERVICES, STAFF PERSONNEL, INSTRUCTIONAL MATERIALS AND EQUIPMENT, SCHOOL AND COMMUNITY RELATIONS, EVALUATION AND RESEARCH, AND PHYSICAL FACILITIES. 'YES-NO,' SHORT 'FILL-IN,' MULTIPLE CHOICE, AND RATING SCALE TYPE QUESTIONS ARE USED. (MS)

DESCRIPTORS

CHECK LISTS
EDUCATIONAL ACCOUNTABILITY
EDUCATIONAL RESEARCH
ELEMENTARY SCHOOL CURRICULUM
INSTRUCTIONAL MATERIALS
PUPIL PERSONNEL SERVICES
RECORD KEEPING
SCHOOL COMMUNITY RELATIONSHIP
SCHOOL PERSONNEL
SPECIAL PROGRAMS
STATE SURVEYS
COUNSELING SERVICES
EDUCATIONAL PHILOSOPHY
ELEMENTARY EDUCATION
EVALUATION
PHYSICAL FACILITIES
RATING SCALES
SCHOOL ADMINISTRATION
SCHOOL ORGANIZATION
SCHOOL POLICY
STAFF MEETINGS

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

CGF 3.513 EVALUATION

REPORT NUMBER ED094448

TITLE EVALUATION OF SCHOOL ADMINISTRATORS. NAESP SCHOOL LEADERSHIP DIGEST SERIES, NUMBER FIVE. ERIC/CEM RESEARCH ANALYSIS SERIES, NUMBER SEVEN.

AUTHOR(S) BARRACLOUGH, TERRY

SOURCE NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS, WASHINGTON, D.C.; OREGON UNIV., EUGENE. ERIC CLEARINGHOUSE ON EDUCATIONAL MANAGEMENT.

NOTE 31 P.; RELATED DOCUMENTS ARE EA 005 662 & 663, EA 004 454, and EA 005 877

PUB DATE 74

ABSTRACT

ADMINISTRATORS HAVE ALWAYS BEEN EVLAUATED IN ONE WAY OR ANOTHER. DECISIONS ON HIRING, TRAINING, PROMOTION, AND FIRING OF ADMINISTRATORS HAVE ALWAYS BEEN NECESSARY; SUCH DECISIONS ARE BASED ON SOME SORT OF EVALUATION, WHETHER FORMAL OR INFORMAL, OF ADMINISTRATIVE PERFORMANCE. THE CONCEPT OF ACCOUNTABILITY HAS ALSO AFFECTED ADMINISTRATOR EVALUATION. AS THE PUBLIC, AND IN MANY CASES THE LEGISLATURE, PRESS SCHOOLS TO BECOME ACCOUNTABLE FOR THEIR PRODUCT, A FORMAL ADMINISTRATOR EVALUATION PROCESS BECOMES AN INDISPENSABLE PART OF SCHOOL OPERATIONS. THIS PAPER REVIEWS LITERATURE ON EVALUATION PHILOSOPHIES, PROBLEMS, PROCEDURES, AND INSTRUMENTS, IN THEORY AND IN PRACTICE, TO HELP A SCHOOL DISTRICT MAKE DECISIONS REGARDING EVALUATION. A SELECTIVE BIBLIOGRAPHY IS INCLUDED. (AUTHOR)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
ADMINISTRATOR ROLE
LITERATURE REVIEWS
SCHOOL DISTRICTS
ADMINISTRATOR EVALUATION
BOARD ADMINISTRATOR RELATIONSHIP
PERSONNEL POLICY

AVAILABILITY: NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS, 1801 NORTH MOORE STREET, ARLINGTON, VIRGINIA 22209 ($24.00 PLUS POSTAGE. AVAILABLE ONLY AS PART OF SERIES OF 13 REPORTS)

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

REPORT NUMBER ED050452

TITLE THE EVALUATION OF ADMINISTRATIVE PERFORMANCE.

AUTHOR(S) CAMPBELL, ROALD F.

NOTE 12 P.; PAPER PRESENTED AT AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS ANNUAL CONVENTION. (103RD, ATLANTIC CITY, NEW JERSEY, FEBRUARY 20-24, 1971)

PUB DATE FEB 71

ABSTRACT

THIS DOCUMENT DISCUSSES SOME OF THE PROBLEMS IN AND OFFERS SUGGESTIONS FOR THE IMPLEMENTATION OF ADMINISTRATOR EVALUATION. THE AUTHOR BELIEVES THAT A SET OF CRITERIA FOR FUNCTIONS DEFINED IN BEHAVIORAL TERMS IS NECESSARY FOR AN EVLUATION OF ADMINISTRATIVE PERFORMANCE AND EMPHASIZES THAT THESE CRITERIA SHOULD BE UTILIZED AT THE TIME A POTENTIAL ADMINISTRATOR APPLIES TO GRADUATE SCHOOL AND AGAIN WHEN HE APPLIES FOR AN ADMINISTRATIVE POSITION. A PLAN IS PROPOSED FOR THE ESTABLISHMENT OF A NATIONAL COMMISSION FOR THE EVALUATION OF ADMINISTRATIVE PERFORMANCE IN EDUCATION, WHICH INVOLVES THE COLLABORATION OF SCHOOL BOARD MEMBERS, SUPERINTENDENTS, AND PROFESSORS OF EDUCATIONAL ADMINISTRATION IN NOMINATING COMMISSION MEMBERS. (AUTHOR/MLF)

DESCRIPTORS

ADMINISTRATOR EVALUATION
ADMINISTRATOR ROLE
EVALUATION CRITERIA
PERFORMANCE FACTORS
ROLE PERCEPTION
SPEECHES
ADMINISTRATOR QUALIFICATIONS
ADMINISTRATOR SELECTION
LEADERSHIP RESPONSIBILITY
PROFESSIONAL RECOGNITION
SCHOOL SUPERINTENDENTS

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

CGF 3.513 EVALUATION

REPORT NUMBER ED014797

TITLE THE SCHOOL ADMINISTRATOR AND ORGANIZATIONAL CHARACTER.

AUTHOR(S) MINER, JOHN B.

SOURCE OREGON UNIV., EUGENE. CENTER FOR ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION.

NOTE 100 P.

PUB DATE JUL 67

ABSTRACT

TO DETERMINE MAJOR FACTORS AFFECTING SELECTION AND PERFORMANCE OF SUPERVISORS IN SCHOOL ORGANIZATIONS, DATA WERE ANALYZED FROM A SCHOOL ADMINISTRATOR EVALUATION FORM FOR 219 ADMINISTRATIVE PERSONNEL (79.3 PERCENT OF 276 TOTAL), REPRESENTING LARGE CITY, MEDIUM CITY, SMALL CITY, AND CONSOLIDATED SCHOOL DISTRICTS IN THE PACIFIC NORTHWEST. APPLYING TECHNIQUES USED IN THE ANALYSIS OF BUISNESS ORGANIZATIONS, THE STUDY REVEALED THAT CRITERIA FOR SELECTION OF SCHOOL SUPERVISORS ARE DETERMINED BY JOB PERFORMANCE CRITERIA FOR THE POSITION AND ESPECIALLY BY THE KIND OF DISTRICT CONCERNED. THIS LEADS TO THE FORMULATION OF 'ORGANIZATIONAL CLIMATE' AS A DETERMINING VARIABLE IN THE SELECTION OF SUPERVISORY PERSONNEL FOR A PARTICULAR DISTRICT. DESCRIPTIONS ARE GIVEN FOR INDICES OF SUPERVISOR EFFECTIVENESS, AS INDICATED BY ORGANIZATIONAL REWARD (GRADE LEVEL ASSIGNMENT AND SALARY) AND OVERALL POTENTIAL FOR ACHIEVEMENT (BIOGRAPHICAL FACTOS, VERBAL ABILITY, INNER LIFE ORIENTATION, CNFORMITY, CREATIVITY, INNOVATION, AND MANAGERIAL, WORK, AND SOCIAL MOTIVATIONS). THIS DOCUMENT IS ALSO AVAILABLE FROM PUBLICATIONS DEPARTMENT, CENTER FOR THE ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION, HENDRICKS HALL, UNIVERSITY OF OREGON, EUGENE, OREGON 97403, FOR $2.00. (JK)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
ADMINISTRATOR EVALUATION
ADMINISTRATOR SELECTION
ELEMENTARY SCHOOLS
HIGH SCHOOLS
JOB ANALYSIS
ORGANIZATIONAL CLIMATE
RATING SCALES
SCHOOL SUPERINTENDENTS
ADMINISTRATOR CHARACTERISTICS
ADMINISTRATOR QUALIFICATIONS
EDUCATIONAL INNOVATION
ELEMENTARY SCHOOL SUPERVISORS
HIGH SCHOOL SUPERVISORS
MOTIVATION
PRINCIPALS
SCHOOL DISTRICTS

IDENTIFIERS

EUGENE

EDRS PRICE MF-$0.75 HC-$4.20 PLUS POSTAGE

CGK 3.514A ADMINISTRATOR TENURE also GBL 7.614

REPORT NUMBER EJ136988

TITLE HAS TENURE GOTTEN OUT OF HAND?

AUTHOR(S) ARNS, ROBERT G.

PUB DATE OCT 75

DESCRIPTORS
TENURE
ACADEMIC RANK (PROFESSIONAL)
PHYSICAL EDUCATION
TEACHER SUPPLY AND DEMAND
TEACHER EMPLOYMENT
PROFESSIONAL RECOGNITION
PROBATIONARY PERIOS
HIGHER EDUCATION

CITATION JOURNAL OF PHYSICAL EDUCATION AND RECREATION; 46; 8; 36-8

CGK 3.514A ADMINISTRATOR TENURE also, CGA 3.501

REPORT NUMBER ED098690

TITLE TENURE AND CONTRACTS FOR ADMINISTRATORS. AN ERS REPORT.

AUTHOR(S) DOOB, HEATHER S.

SOURCE EDUCATIONAL RESEARCH SERVICE, WASHINGTON, D.C.

NOTE 69 P.

PUB DATE 74

ABSTRACT

BASED ON THE RESULTS OF SURVEYS OF LOCAL SCHOOL DISTRICTS AND STATE DEPARTMENTS OF EDUCATION IN 1973 AND 1974, THIS REPORT PROVIDES INFORMATION ON CONTRACTS AND TENURE FOR SCHOOL ADMINISTRATORS AND SUPERVISORS. DATA INCLUDE LOCAL AND STATE TENURE POLICIES AND LENGTH OF PROBATIONARY AND PERMANENT CONTRACTS. TABLES OF DATA ARE INCLUDED. (AUTHOR/DW)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
ELEMENTARY SECONDARY EDUCATION
NATIONAL SURVEYS
PRINCIPALS
STATE LEGISLATION
SUPERVISORS
CONTRACTS
JOB TENURE
PERSONNEL POLICY
STATE DEPARTMENTS OF EDUCATION
SUPERINTENDENTS
TENURE

AVAILABILITY: EDUCATIONAL RESEARCH SERVICE, INC., 1815 N. FORT MYER DRIVE, ARLINGTON, VIRGINIA 22209 ($6.00, PAYMENT MUST ACCOMPANY ORDERS LESS THAN $10.00)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

CGK 3.514A ADMINISTRATOR TENURE also, CGPA 3.60 and GBC 7.605

REPORT NUMBER ED109832

TITLE IDENTIFICATION AND EVALUATION OF LEGAL CONSTRAINTS ON EDUCATIONAL PRODUCTIVITY. FINAL REPORT.

AUTHOR(S) LIEBERMAN, MYRON

SOURCE CITY UNIV. OF NEW YORK, N.Y. BERNARD BARUCH COLL.

NOTE 188 P.; BEST COPY AVAILABLE; APPENDIXES WILL REPRODUCT POORLY

PUB DATE 1 JUN 75

ABSTRACT

THIS STUDY IDENTIFIED AND EVALUATED STATE LEGAL CONTRAINTS ON EDUCATIONAL PRODUCTIVITY. THREE POSSIBLE LEGAL CONTRAINTS ON PRODUCTIVITY WERE IDENTIFIED: (1) STATE LAWS PROVIDING FOR ADMINISTRATIVE TENURE, (2) STATE LEGISLATION ON SABBATICAL LEAVES, AND (3) STATE LAWS ON TERMS AND CONDITIONS OF EMPLOYMENT FOR TEACHERS. RELEVANT STATUTES WERE IDENTIFIED AND ANALYZED FOR THIS STUDY. PROPOSED FEDERAL LEGISLATION THAT WOULD AFFECT THESE STATE STATUTES, AND HENCE EDUCATIONAL PRODUCTIVITY, WAS ALSO ANALYZED. THE MAJOR CONCLUSIONS AND RECOMMENDATIONS ARE AS FOLLOWS: (1) LEGISLATED TERMS AND CONDITIONS OF EDUCATIONAL EMPLOYMENT ARE RESPONSIBLE FOR SIGNIFICANT INEFFICIENCIES THAT VARY CONSIDERABLY FROM STATE TO STATE; (2) THE STATE LEGISLATION ON EDUCATIONAL EMPLOYMENT IS LARGELY INCONSISTENT WITH A BARGAINING APPROACH TO EDUCATIONAL EMPLOYMENT; (3) THE EMERGENCE OF STATE PUBLIC EMPLOYEE COLLECTIVE BARGAINING LEGISLATION PROVIDES A FEASIBLE RATIONALE FOR REPEAL OR MODIFICATION OF STATUTORY TERMS AND CONDITIONS OF EMPLOYMENT THAT GENERATE MAJOR INEFFICIENCIES; AND (4) BOTH STATE AND FEDERAL PUBLIC EMPLOYEE BARGAINING LAWS, IF ENACTED, SHOULD RESOLVE POTENTIAL CONFLICTS BETWEEN CONTRACTUAL AGREEMENTS AND STATE STATUTES AND, INSOFAR AS FEASIBLE, ELIMINATE STATE RESTRICTIONS ON EDUCATIONAL PRODUCTIVITY. (AUTHOR)

DESCRIPTORS

ACADMEIC ACHIEVEMENT
CONTRACT SALARIES
EDUCATIONAL LEGISLATION
FEDERAL LEGISLATION
PRODUCTIVITY
STATE BOARDS OF EDUCATION
STATE STANDARDS
COLLECTIVE BARGAINING
EDUCATIONAL ASSESSMENT
ELEMENTARY SECONDARY EDUCATION
POLICY
SABBATICAL LEAVES
STATE LEGISLATION
TENURE

EDRS PRICE MF-$0.76 HC-$9.51 PLUS POSTAGE

CGK 3.514A ADMINISTRATOR TENURE also, G 7.0

REPORT NUMBER ED108277

TITLE ADMINISTRATOR'S BILL OF RIGHTS

AUTHOR(S) SHANNON, THOMAS A.

SOURCE ADMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, WASHINGTON, D.C.

NOTE 22 P.

PUB DATE 75

ABSTRACT

THIS BOOKLET DISCUSSES THE LEGAL LIMITATIONS AND RESTRICTIONS GOVERNING CONTRACTS BETWEEN SCHOOL ADMINISTRATORS AND THEIR EMPLOYEES AND OFFERS A TEN-ITEM BILL OF RIGHTS DESIGNED TO ENSURE A FAIR MEASURE OF JOB SECURITY FOR ADMINISTRATORS. AFTER NOTING THAT AN ADMINISTRATOR HAS NO LEGAL RECOURSE WHEN HIS EMPLOYMENT CONTRACT IS NOT RENEWED, THE AUTHOR EXAMINES THREE POSSIBLE RESPONSES TO AN ATTEMPT TO DEMOTE OR DISMISS AN ADMINISTRATOR WHO IS STILL UNDER CONTRACT. THE AUTHOR ARGUES THAT THE GROUNDS FOR NONRENEWAL, DISMISSAL, OR DEMOTION OF SCHOOL ADMINISTRATORS SHOULD BE CLEARLY ARTICULATED AND RECOMMENDS ADOPTION OF HIS ADMINISTRATOR'S BILL OF RIGHTS AT ALL LEVELS OF THE EDUCATION PROFESSION. (JG)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
CONTRACTS
EMPLOYER EMPLOYEE RELATIONSHIP
JOB TENURE
PERSONNEL POLICY
BOARD ADMINISTRATOR RELATIONSHIP
ELEMENTARY SECONDARY EDUCATION
EMPLOYMENT
LEGAL RESPONSIBILITY
SCHOOL ADMINISTRATION

AVAILABILITY: AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, 1801 NORTH MOORE STREET, ARLINGTON, VIRGINIA 22209 (STOCK NO. 021-00442, $1.50, QUANTITY DISCOUNTS)

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CGO 3.518 RETIREMENT

REPORT NUMBER EJ122331

TITLE A STUDY OF PERCEIVED NEED FULFILLMENT AND LIFE SATISFACTION BEFORE AND AFTER RETIREMENT

AUTHOR(S) WEXLEY, KENNETH N.; AND OTHERS

PUB DATE AUG 75

ABSTRACT

THIS STUDY EXAMINES THE PERCEIVED NEED SATISFACTION, NEED IMPORTANCE, AND OVERALL LIFE SATISFACTION OF MANAGERIAL AND NONMANAGERIAL INDIVIDUALS AS A FUNCTION OF FOUR PERIODS OF PROXIMITY TO RETIREMENT. RESULTS SUGGEST THAT THE PERIOD OF FOUR TO SEVEN YEARS BEFORE RETIREMENT MAY BE A CRITICAL TIME TO INSTITUTE RETIREMENT PLANNING PROGRAMS. (AUTHOR)

DESCRIPTORS

RETIREMENT
PSYCHOLOGICAL NEEDS
ADMINISTRATIVE PERSONNEL
SELF ACTUALIZATION
INDIVIDUAL NEEDS
OLDER ADULTS
NEED GRATIFICATION
SENIOR CITIZENS
RESEARCH PROJECTS
MANAGERIAL OCCUPATIONS

CITATION JOURNAL OF VOCATIONAL BEHAVIOR; 7; 1; 81-87

CGPA 3.60 LEAVES AND ABSENCES also, CGK 3.514A and GBC 7.605

REPORT NUMBER ED109832

TITLE IDENTIFICATION AND EVALUATION OF LEGAL CONSTRAINTS ON EDUCATIONAL PRODUCTIVITY. FINAL REPORT.

AUTHOR(S) LIEBERMAN, MYRON

SOURCE CITY UNIV. OF NEW YORK, N.Y. BERNARD BARUCH COLL.

NOTE 188 P.; BEST COPY AVAILABLE; APPENDIXES WILL REPRODUCE POORLY

PUB DATE 1 JUN 75

ABSTRACT

THIS STUDY IDENTIFIED AND EVALUATED STATE LEGAL CONSTRAINTS ON EDUCATIONAL PRODUCTIVITY. THREE POSSIBLE LEGAL CONSTRAINTS ON PRODUCTIVITY WERE IDENTIFIED: (1) STATE LAWS PROVIDING FOR ADMINISTRATIVE TENURE, (2) STATE LEGISLATION ON SABBATICAL LEAVES, AND (3) STATE LAWS ON TERMS AND CONDITIONS OF EMPLOYMENT FOR TEACHERS. RELEVANT STATUTES WERE IDENTIFIED AND ANALYZED FOR THIS STUDY. PROPOSED FEDERAL LEGISLATION THAT WOULD AFFECT THESE STATE STATUTES, AND HENCE EDUCATIONAL PRODUCTIVITY, WAS ALSO ANALYZED. THE MAJOR CONCLUSIONS AND RECOMMENDATIONS ARE AS FOLLOWS: (1) LEGISLATED TERMS AND CONDITIONS OF EDUCATIONAL EMPLOYMENT ARE RESPONSIBLE FOR SIGNIFICANT INEFFICIENCIES THAT VARY CONSIDERABLY FROM STATE TO STATE; (2) THE STATE LEGISLATION ON EDUCATIONAL EMPLOYMENT IS LARGELY INCONSISTENT WITH A BARGAINING APPROACH TO EDUCATIONAL EMPLOYMENT; (3) THE EMERGENCE OF STATE PUBLIC EMPLOYEE COLLECTIVE BARGAINING LEGISLATION PROVIDES A FEASIBLE RETIONALE FOR REPEAL OR MODIFICATION OF STATUTORY TERMS AND CONDITIONS OF EMPLOYMENT THAT GENERATE MAJOR INEFFICIENCIES; AND (4) BOTH STATE AND FEDERAL PUBLIC EMPLOYEE BARGAINING LAWS, IF ENACTED, SHOULD RESOLVE POTENTIAL CONFLICTS BETWEEN CONTRACTUAL AGREEMENTS AND STATE STATUTES AND, INSOFAR AS FEASIBLE, ELIMINATE STATE RESTRICTIONS ON EDUCATIONAL PRODUCTIVITY. (AUTHOR)

DESCRIPTORS

ACADEMIC ACHIEVEMENT
CONTRACT SALARIES
EDUCATIONAL LEGISLATION
FEDERAL LEGISLATION
PRODUCTIVITY
STATE BOARDS OF EDUCATION
STATE STANDARDS
COLLECTIVE BARGAINING
EDUCATIONAL ASSESSMENT
ELEMENTARY SECONDARY EDUCATION
POLICY
SABBATICAL LEAVES
STATE LEGISLATION
TENURE

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CGPA 3.60 LEAVES AND ABSENCES

REPORT NUMBER ED074618

TITLE SCHOOL BOARD POLICIES ON LEAVES AND ABSENCES. EDUCATIONAL POLICIES DEVELOPMENT KIT.

SOURCE NATIONAL SCHOOL BOARDS ASSOCIATION, WATERFORD, CONN. EDUCATIONAL POLICIES SERVICE.

NOTE 34 P.

PUB DATE MAR 73

ABSTRACT

THIS REPORT PROVIDES BOARD POLICY SAMPLES AND OTHER POLICY RESOURCES ON LEAVES AND ABSENCES. THE INTENT IN PROVIDING POLICY SAMPLES IS TO ENCOURAGE THINKING IN POLICY TERMS AND TO PROVIDE WORKING PAPERS THAT CAN BE EDITED, MODIFIED, OR ADAPTED TO MEET LOCAL REQUIREMENTS. TOPICS COVERED IN THE SAMPLES INCLUDE (1) SICK LEAVE, (2) MATERNITY LEAVE, (3) PROFESSIONAL IMPROVEMENT LEAVE, (4) PERSONAL LEAVE OR ABSENCE, (5) PROFESSIONAL GROWTH LEAVES OF ABSENCE AND SABBATICALS, (6) CONFERENCES AND VISITATIONS AND (7) EXCHANGE TEACHING. (AUTHOR/JF)

DESCRIPTORS
BOARD OF EDUCATION POLICY
LEAVE OF ABSENCE
POLICY FORMATION
TEACHER EXCHANGE PROGRAMS
BOARDS OF EDUCATION
PERSONNEL POLICY
SABBATICAL LEAVES
TEACHER WELFARE

IDENTIFIERS
MATERNITY LEAVES

AVAILABILITY: NATIONAL SCHOOL BOARDS ASSOCIATION, STATE NATIONAL BANK PLAZA, EVANSTON, ILLINOIS 60201. (KIT #73-13, 1-3 KITS $2.00 EACH, QUANTITY DISCOUNTS)

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CGPA 3.60 LEAVES AND ABSENCES

REPORT NUMBER ED078554

TITLE SOME LOCAL POLICIES ON REDUCTIONS IN FORCE FOR PROFESSIONAL PERSONNEL. ERS INFORMATION AID NO. 15.

SOURCE EDUCATIONAL RESEARCH SERVICE, WASHINGTON, D.C.

NOTE 18 P.

PUB DATE MAR 73

ABSTRACT

THIS REPORT PRESENTS 16 EXAMPLES OF POLICIES AND PROVISIONS DESIGNED TO HELP SCHOOL ADMINISTRATORS AND BOARD MEMBERS IN DEVELOPING FIRM BUT FAIR POLICIES TO BE APPLIED WHEN A REDUCTION IN FORCE IS DEEMED UNAVOIDABLE. THE BOOKLET PROVIDES POLICIES, ADMINISTRATIVE REGULATIONS, AND NEGOTIATION AGREEMENT PROVISIONS. SINCE, ACCORDING TO THE REPORT, NONE OF THE POLICIES ARE IDEAL OR EXEMPLARY, THE MATERIAL PROVIDES ISSUES TO CONSIDER IN DEVELOPING A REDUCTION IN FORCE POLICY. (JF)

DESCRIPTORS

BOARD OF EDUCATION POLICY
ENROLLMENT TRENDS
LEAVE OF ABSENCE
PERSONNEL POLICY
TEACHER DISMISSAL
TEACHER WELFARE
BOARDS OF EDUCATION
JOB LAYOFF
NEGOTIATION AGREEMENTS
POLICY FORMATION
TEACHER RETIREMENT
TENURE

IDENTIFIERS

REDUCTION IN FORCE

AVAILABILITY: EDUCATIONAL RESEARCH SERVICE, BOX 5, NEA BUILDING, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036 ($1.00)

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CGPA 3.60 LEAVES AND ABSENCES

REPORT NUMBER EJ087408

TITLE PAID EDUCATIONAL LEAVE: EXAMPLES OF NATIONAL PRACTICE

PUB DATE 73

ABSTRACT

NATIONAL LAWS AND PRACTICES REGARDING PAID EDUCATIONAL LEAVES ARE REVIEWED BASED ON QUESTIONNAIRE RESPONSES FROM SIXTY-ONE MEMBER STATES OF THE INTERNATIONAL LABOUR OFFICE. (MS)

DESCRIPTORS

ADULT EDUCATION
LABOR EDUCATION
LEAVE OF ABSENCE
RETRAINING
FRINGE BENEFITS
LABOR LEGISLATION
REFRESHER COURSES
VOCATIONAL EDUCATION

CITATION CONVERGENCE; 6; 2; 71-86

CGPA 3.60 LEAVES AND ABSENCES

REPORT NUMBER ED040706

TITLE A REPORT ON THE STATUS OF SABBATICAL LEAVES FOR ADMINISTRATORS IN CALIFORNIA JUNIOR COLLEGES.

AUTHOR(S) BANDLEY, MARION K.

SOURCE SAN JOAQUIN DELTA COLL., STOCKTON, CALIF.

NOTE 8 P.

PUB DATE MAR 70

ABSTRACT

THIS RECENT STUDY INVESTIGATES SABBATICAL LEAVE POLICY FOR ADMINISTRATORS IN 80 CALIFORNIA JUNIOR COLLEGES. EXCEPT FOR A FEW NEWLY-FORMED COLLEGES OR THOSE HAVING BOARDS GENERALLY UNFAVORABLE TO THE IDEA, MOST OF THE COLLEGES RESPONDING TO THE SURVEY INDICATED SOME TYPE OF POLICY FOR GRANTING SUCH LEAVES. JUSTIFICATION FOR THESE LEAVES RANGES FROM PERSONAL STUDY, TRAVEL, OR RESEARCH, TO THE USE OF THIS TIME FOR MENTAL AND PHYSICAL REHABILITATION. THE DURATION OF LEAVE VARIED FROM TWO MONTHS TO A YEAR, THOUGH MOST SEEM TO FAVOR TWO OR THREE MONTHS. COMPENSATION IS BASED ON A VARIETY OF CRITERIA, INCLUDING COMPARABLE TEACHER'S SALARY, AND ADMINISTRATIVE PAY LESS A CERTAIN PERCENTAGE. FOR A YEAR'S ABSENCE, A MAJORITY OF COLLEGES PROVIDE 50 PER CENT PAY (ALTHOUGH A FEW GO AS HIGH AS 75 PER CENT FOR A YEAR), AND FULL PAY FOR A SEMESTER. ADMINISTRATIVE HARDSHIPS CREATED BY THE INDIVIDUAL'S ABSENCE APPEAR TO BE THE MAJOR OBSTRUCTION OF GRANTING SABBATICALS. PRESENTLY, ONLY SIX OF THE RESPONDING COLLEGES THAT INDICATE A POLICY OF PROVIDING LEAVE FOR A QUARTER TO A YEAR'S DURATION STATE THAT THEY HAVE GRANTED ADMINISTRATORS LEAVE UNDER THESE POLICIES. THE TREND, HOWEVER, BASED ON COMMENTS MADE, INDICATES AN INCREASE IN THE NUMBER OF ADMINISTRATORS TO BE GRANTED SABBATICALS IN THE NEXT FEW YEARS. (JO)

DESCRIPTORS
ADMINISTRATIVE PERSONNEL
EMPLOYER EMPLOYEE RELATIONSHIP
LEAVE OF ABSENCE
QUESTIONNARIES
ADMINISTRATIVE POLICY
JUNIOR COLLEGES
PERSONNEL POLICY
SABBATICAL LEAVES

IDENTIFIERS
CALIFORNIA

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CGPF 3.601 PROFESSIONAL LEAVES AND ABSENCES

REPORT NUMBER EJ089722

TITLE ADMINISTRATIVE LEAVES: THE PRESENT STATUS

AUTHOR(S) NELSEN, WILLIAM C.

PUB DATE OCT 73

DESCRIPTORS

HIGHER EDUCATION	TEACHER WELFARE
LEAVE OF ABSENCE	PERSONNEL POLICY
EMPLOYER EMPLOYEE RELATIONSHIP	FACULTY
ATTENDANCE	SABBATICAL LEAVES

CITATION LIBERAL EDUCATION; 59; 3; 318-324

CK 3.701 DEVELOPMENT OPPORTUNITIES

REPORT NUMBER EJ024560

TITLE PROFESSIONAL DEVELOPMENT OF SCHOOL ADMINISTRATORS: THE CHALLENGE FACING THE AASA NATIONAL ACADEMY

AUTHOR(S) KNEZEVICH, STEPHEN J.; MORROW, RICHARD G.

PUB DATE JUL 70

ABSTRACT

OUTLINES THE HISTORY AND STATUS OF THE NATIONAL ACADEMY FOR SCHOOL EXECUTIVES (NASE), A NEW APPROACH TO ADMINISTRATOR INSERVICE EDUCATION SPONSORED BY THE AASA. (DE)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
INSERVICE EDUCATION
PROFESSIONAL ASSOCIATIONS
SCHOOL SUPERINTENDENTS
EDUCATIONAL HISTORY
LEADERSHIP TRAINING
PROFESSIONAL TRAINING

IDENTIFIERS

NATIONAL ACADEMY FOR SCHOOL EXECUTIVES

CITATION PLANNING CHANGING; 1; 2; 49-57

CM 3.80 POLICY IMPLEMENTATION

REPORT NUMBER ED012502

TITLE PROFILES OF EXCELLENCE, RECOMMENDED CRITERIA FOR EVALUATING THE QUALITY OF A LOCAL SCHOOL SYSTEM.

AUTHOR(S) KLEINMANN, JACK H.

SOURCE NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D.C.

PUB DATE 66

ABSTRACT

NINE GROUPS OF 119 BRIEF EVALUATIVE QUESTIONNAIRES ARE DESIGNED TO PROVIDE LOCAL PROFESSIONAL ASSOCIATIONS, BOARDS OF EDUCATION, AND ADMINISTRATORS WITH AN INSTRUMENT FOR COMPREHENSIVE SELF-ANALYSIS OF THEIR SCHOOL SYSTEM'S OPERATION AND FOR IDENTIFICATION OF AREAS IN WHICH SPECIFIC EFFORTS AT IMPROVEMENT MIGHT BE DIRECTED. RELATED SUBTOPICS FOR EACH OF THE NINE MAJOR SECTIONS ARE EVALUATED BY THE RESPONDENT ON A FIVE-STEP CONTINUUUM FROM INFERIOR TO SUPERIOR. RECOMMENDATIONS ARE SOLICITED WITH AN OPEN-ENDED REQUEST FOR 'ACTION NEEDED TO CLOSE THE GAP.' MAIN TOPICS COVERED INCLUDE--(1) THE EDUCATIONAL PROGRAM, (2) ADMINISTRATIVE OPERATION, (3) THE BOARD OF EDUCATION, (4) STAFF PERSONNEL POLICIES AND PROCEDURES, (5) PROFESSIONAL COMPENSATION, (6) CONDITIONS OF PROFESSIONAL SERVICE, (7) THE SCHOOL PLANT, (8) DISTRICT ORGANIZATION, FINANCE, AND BUSINESS ADMINISTRATION, AND (9) THE LOCAL PROFESSIONAL ASSOCIATION. THIS DOCUMENT IS AVAILABLE AS STOCK NUMBER 531-15958 FROM THE NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036, 128 PAGES, FOR $1.00. (JK)

DESCRIPTORS

BOARDS OF EDUCATION
EDUCATIONAL FACILITIES
EDUCATIONAL QUALITY
PERSONNEL POLICY
QUESTIONNAIRES
SCHOOL PERSONNEL
TEACHING CONDITIONS
EDUCATIONAL ADMINISTRATION
EDUCATIONAL PROGRAMS
EVALUATION METHODS
PROFESSIONAL ASSOCIATIONS
SALARIES
SCHOOL SYSTEMS

IDENTIFIERS

DISTRICT OF COLUMBIA

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

PART IV

FISCAL MANAGEMENT

Policy Outline

The review of fiscal management includes those variables associated with creation and maintenance of practical and efficient management of public funds and selected policies which assure existence of such sound procedures within a School District.

D	4.0	Fiscal Management
DC	4.10	Annual Operating Budget
DCB	4.101	Fiscal Year
DCCA	4.102	Deadlines and Schedules
DCD	4.103	Preliminary Adoption Procedures
DCE	4.104	Final Adoption Procedures
DCG	4.105	Encumbrances
DCH	4.106	Periodic Budget Reconciliation
DCI	4.107	Line Item Transfer Authority
DD	4.20	State and Federal Aid Eligibility Determinates
DE	4.30	Current Budget Debt Limitation
DF	4.40	Revenues
DFA	4.401	Local Tax Revenues
DFB	4.402	State Aid
DFC	4.403	Federal Aid

DFE	4.404	Short Term Notes
DFD	4.405	Bond Sales
DG	4.50	Depository of School Funds
DH	4.60	Bonded Employees
DI(DJ)	4.70	Accounting, Reporting, and Purchasing Procedures - School District Accounting and Reporting
DIA	4.701	Local School Accounting and Reporting
DIB	4.702	Financial Reports
DIC	4.703	Inventories
DID	4.704	Audits
DJA	4.705	Checking Accounts
DJAA	4.706	Authorized Signatures
DJB	4.707	Petty Cash Funds
DJC	4.708	Payroll Procedures
DJCA	4.709	Pay Day Schedules
DJCB	4.710	Salary Deductions
DJD	4.711	Expense Reimbursement
DJEA	4.712	Purchasing Authority
DJEAA	4.713	Purchases Requiring Board Approval
DJED	4.714	Bids and Quotations
DJEE	4.715	Local Purchasing
DJEF- DJEG	4.716- 4.717	Requisitions and School Purchase Orders
DJEI	4.718	Vendor Relations
DJF	4.719	Capital Outlay Purchasing
DL	4.80	Cash in School Buildings
DO	4.90	School Properties Disposal Procedure

Policy Questions

4.10 DC **Annual Operating Budget**

How and under what conditions is the tentative budget prepared? When is said budget presented to the Board? What should be included in the budget?

4.101 DCB What are the beginning and ending dates of the fiscal year? How are these dates determined?

4.102 DCCA What are the deadlines for the preliminary draft budget? Who is responsible for making said draft?

4.103 DCD What are the preliminary adoption procedures? Who is responsible for preliminary adoption?

4.104 DCE What are the final adoption procedures? Who is responsible for final adoption?

4.105 DCG What funds can be encumbered under what circumstances? Should more rigid constraints be imposed? fewer limits?

4.106 DCH When and how should the budget be periodically reconciled? Who is responsible?

4.107 DCI What provisions are made for reallocating funds from one line item to another? What constraints apply to said reallocation?

4.20 DD **State and Federal Aid Eligibility Determinates**

What provisions of the Alabama Minimum Foundation Program are applicable? What are the requirements for School District participation? Should the Alabama Educational Study Commission consider review of the Minimum Program? Is use of a 1938 state assessed valuation figure relative to required local effort realistic? Should Alabama consider a full state funding approach?

4.30 DE **Current Budget Debt Limitation**

What statutes govern School District debt limitation in Alabama? What should be the debt limitation?

4.40 DF **Revenues**

4.401 What local tax revenues are available in the district? Which types of taxes are involved? What percent of known local ability does the tax effort represent? What is maximum millage permitted by statute? What equalizing factors are built into the structure? Should such factors be considered on a state-wide level?

4.402 What are the sources of state aid to school districts?
DFB Which categories of aid are available?

4.403 What types of federal aid are available? Is maximum
DFC effort devoted to securing federal funds? Which federal
aid programs are presently inoperant? What procedures
govern application for and receipt of federal aid?

4.404 Under what circumstances can additional revenue be
DFD borrowed? What provisions govern securance of short
term notes?

4.405 What procedures govern the issuance of bonds? For
DFD what purposes may bonds be issued?

4.50 Depository of School Funds
DG

Where should the school district funds be deposited? Should accounts be rotated from bank to bank? Should one bank be designated as the depository for all district funds?

Bonded Employees

4.60 Which employees shall be required to give bond relative
DH to the handling of district funds? Who shoul fix the
amount of such bond? How is the surety company selected?
Which employees within the school system must be bonded?
Is payment of premiums justifiable under Alabama law?
To what statutory provisions must bonding procedures
conform?

4.70 Accounting, Reporting, and Purchasing Procedures: School District Accounting
DI-DJ

Do policies assure compliance with sound business practices? Is sufficient authority delegated to the Superintendent of Schools to design and enforce relevant administrative rules and regulations?

4.701 Are local schools authorized to establish their own
DIA accounts? If so, what accounting and reporting practices are mandated by the Superintendent of Schools?

4.702 How many sources are there for financial reports?
DIB What types of information are required? How often
are reports submitted? To whom do local school principals submit said reports?

4.703 Are local schools required to submit inventory reports?
DIC Are inventories maintained throughout the year? How
often are reports required? Do inventories include
items lost, discarded, added, and on hand during and/or
at the end of the school year? What designated purposes
do said inventories serve? Are the results utilized in
provising balanced purchasing or are said reports mere
data accumulations?

4.704 DID Should auditing be done by school personnel, by a Board member, by outside auditors, or by all or some of these? What are the advantages of annual audits by Certified Public Accountants? Are the costs prohibitive? What are the functions of the Alabama Department of Public Accounts? Should "on the spot" audits be conducted within a school system? What areas should be included in a full audit, a cash audit? Should all administrative request a special audit prior to resignation? Should the Board require audits in such situations? What positive purposes can audits serve?

4.705 DJA What kinds of checking accounts are needed for the local schools in the district? Must school funds and cafeteria funds be placed in the same depository? What provisions govern selection of a depository? Should all disbursements be made by check?

4.706 DJAA Whose signature should be authorized for checking accounts? Should all checks be counter signed? Who handles such problems within the school system?

4.707 DJB Are petty cash accounts needed by the district? By local schools? For what purposes are such accounts used? Who supervises said accounts at each level? What maximums relative to amounts are established?

4.708 DJC 4.709 DJCA What procedures are established relative to submission of payroll data? What roles are involved at the district and/or local school levels? What payment schedules to employees are required by law? Which areas are left to the discretion of the Board?

4.710 DJCB What salary deductions are to be made? Which are required by law? Which are non-optional relative to Board policy? What optional deductions can be made? What procedures must precede making of optional deductions?

4.711 DJD Who is responsible for designing reimbursement procedures relative to expenses? Is travel to be included? Must invoices be presented prior to reimbursement? What prior approval must be granted for expenses to be reimbursable? For which types of expenses may an employee be reimbursed?

4.712 DJEA 4.713 DJEAA What is the maximum amount which the Superintendent may spend without prior Board approval? Which types of expenditures must have prior approval? Are local school principals subject to similar restrictions?

4.714 DJED Are bids and quotations required for certain kinds of expenditures? What criteria apply; dollar limit, category? What are the purposes of competitive bid laws?

4.715 DJEE What provisions goven local purchasing? What allowances are made relative to the competitive bid law? What constraints apply?

4.716 DJEF 4.717 DJEG What provisions govern use of requisition forms and purchase orders? Are these required for all purchases throughout the School District? Are requisition forms and purchase orders designed to assure availability of funds and appropriate levels of approval? Do the procedures limit careless types of disbursements? Are they unnecessarily restrictive?

4.718 DJEI What relations are maintained with vendors? What is the appropriate relationship? Should certain vendors be given preference? Is the principle of obtaining the best product at the lowest cost to the school to be followed? What policies govern acceptance of gifts from vendors?

4.719 DJF What provisions apply to capital outlay purchasing?

4.80 DL Cash in School Buildings

Are there to be policy restrictions on the amount of cash kept in the schools, the Central Office, or any other sector of the School District? What regulations are mandated to assure that only a minimum of cash is kept in schools?

4.90 DO School Properties Disposal Procedure

What procedures are to be followed in disposing of school properties? Who decides when disposal is to be effectuated? Who advises about said disposal? Are there legal constraints or considerations?

Major Considerations

Boards of Education in Alabama must fully comply with provisions of the Code of Alabama relative to all fiscal management areas addressed by said Code. The annual operating budget, fiscal year, deadlines and schedules for tentative budgets, preliminary and final budget adoption procedures, encumbrances of funds in anticipation of revenues, current budget debt limitations, short term notes, bond sales, bonding of employees, financial reporting practices, auditing procedures, payroll procedures, and school properties disposal procedures must satisfy all statutory requirements. Assurance that each policy area so complies with the Code of Alabama is the initial major consideration relative to fiscal management policy.

The Board must make several policy decisions about the scope of financial management most appropriate for the needs of the particular school district under its jurisdiction. The range in Alabama extends from highly sophisticated systems to accommodate complex structures to relatively simple systems utilized in small school systems. At the minimum, the fiscal management system should accomplish the following: (a) adequately cover a financial plan of operation, (b) assure fiscal integrity, (c) adhere to statutory requirements, and (d) provide required planning and decision-making information within a reasonable period of time. In order to do this, four basic functions must be maintained: (a) accounting, (b) management reporting, (c) future forecasts, and (d) costing and related matters. A more elaborate system will include: (a) classification of accounts, (b) accounting for cash funds, (c) accounting for revenues and receipts, (d) purchasing, (e) encumbrance systems, (f) disbursement systems, (g) payroll, (h) inventories, (i) fixed assets, (j) accounts receivable, (k) indirect costs, (l) cost centers, (m) system level and local school level line item budgeting, (n) financial reports and statements, and (o) auditing procedures in coordination with the Alabama Department of Public Accounts, including both full and cash-type audits.

Concerning budget procedures, the major considerations are: (a) duration and specific dates of the budget year, (b) the extent to which the Superintendent of Schools will be responsible for preparing and administering the budget, (c) compliance of policies with all relevant Alabama statutes, and (d) policy statements which clearly place the responsibility for school district financing on the Board of Education.

It is this final consideration which is perceived as the most crucial concern relative to budget procedures other than the adherence to statutory regulations.

A major concern of the fiscal management program within the district is assurance that it is characterized by fiscal integrity, both for the protection of the tax-paying public and the employed personnel.If proper checks and balances have been adequately provided, little Board level participation in administrative procedures is necessary. For example, the program should not designate one person to authorize purchases, order, receive and pay for goods or services.

A final area of consideration includes familiarity with sources of federal and state aid and the requirements relative to eligibility. Boards of Education and Superintendents can, through such knowledge, assure that all potential sources of revenue are tapped. Given the current financial plight of so many Alabama systems, said familiarity and follow-up applications have become matters of absolute necessity.

Annual Operating Budget
DC-4.10

The Board shall provide for the preparation and adoption of the annual budget for the School District. The Board delegates the responsibility for preparation of the budget to the Superintendent of Schools and appropriate members of his staff. The tentative budget shall be prepared on forms and in accordance with such rules and regulations as may be prescribed by the Board of Education. The tentative budget shall be presented to the Board at the Board's regular September meeting or a spcial meeting date no later than September thirtieth (30th) for review and approval.

Said tentative budget shall be transmitted to the State Superintendent of Education on or before October first for review and approval.

Reference: The Code of Alabama, Title 52, Section 236.
Code of Alabama, 1975, Section 16-13-140.

Fiscal Year
DCB-4.101

The fiscal year for the School District shall be October first through September thirtieth.

Reference: The Code of Alabama, Title 52, Section 234.
Code of Alabama, 1975, Section 16-13-1

Deadlines and Schedules
DCCA-4.102

A tentative budget must be prepared and in final form for presentation to the Board at the Board's regular September meeting date.

The Board shall submit the tentative budget to the State Superintendent of Education on or before October first each year on forms prescribed by and in accordance with such rules and regulations as may be prescribed by the State Board of Education.

Reference: The Code of Alabama, Title 52, Section 236.
Code of Alabama, 1975, Section 16-13-140

Preliminary Adoption Procedures
DCD-4.103

Before final adoption of the budget by the State Superintendent of Education, it must be approved by the Board.

Reference: The Code of Alabama, Title 52, Section 236, 241, 129, and 194.
Code of Alabama, 1975, Sections 16-13-140, 16-13-143, 16-9-30 and 16-12-14.

Final Adoption Procedures
DCE-4.104

The budget shall not become official until it has been adopted by the Board and the State Superintendent of Education.

Reference: The Code of Alabama, Title 52, Section 241.
Code of Alabama, 1975, Section 16-13-143.

Encumbrances
DCG-4.105

The Board shall not encumber funds in excess of anticipated revenues as provided in Section 243 of the Alabama School Code.

Reference: The Code of Alabama; Title 52, Sections 242, 243.
Code of Alabama, 1975, Section 16-13-144 and 16-13-145.

Periodic Budget Reconciliation
DCH-4.106

The budget shall be reconciled monthly by the Superintendent of Schools and/or his designated representative. The reconciliation shall show budgetary appropriations and expenditures. A report of said reconciliation shall be presented to the Board monthly by the Superintendent of Schools.

The School District and each school within said District shall reconcile each month all financial records with bank statements. Said reconciliation shall be presented to the Superintendent of Schools for review and approval.

Line Item Transfer Authority
DCI-4.107

The State Board of Education appropriates funds to the School Districts of the state on a line item budget. Current state operating funds may be transferred from one line item to another when appropriate approval is secured from the Board,except that, instructional salaries may not be reduced below amounts allocated from the state. Capital outlay funds may not be transferred from one item to another except when approved by the Board and the State Superintendent of Education.

State and Federal Aid Eligibility Determinates
DD-4.20

The state appropriates the major portion of funds to the school districts in accordance with the provision of the State Minimum Foundation Program. The requirements for participating and receiving the maximum benefits from said program are as follows:

A. The School District shall be levying and collecting the constitutional one-mill school tax.

B. The School District shall be levying and collecting the constitutional three-mill school tax.

C. The School District shall be levying and collecting the constitutional three-mill District School tax.

The School District shall always attempt to qualify and participate in such other state and federal funds as may be appropriated, so long as such funds may be used to further the best interest of the School District and upon approval of the Board.

Reference: The Code of Alabama, Title 52, Section 209.
Code of Alabama, 1975, Section 16-13-51.

Current Budget Debt Limitation
DE-4.30

The current budget debt of the School District shall not exceed the amount permitted in Section 243, Title 52 of the Code of Alabama.

Reference: The Code of Alabama, Title 52, Section 243.
Code of Alabama, 1975, Section 16-13-145.

(Revenues)
DF-4.40

Local Tax Revenues
DFA-4.401

Local tax millage for the School DIstrict is presently set at four (4) mills county tax and three (3) mills district tax.

Local Tax Revenues
DFA-4.401

The local tax millage for the School District is presently set at four (4) mills county tax, three (3) mills district tax, three (3) mills city advalorem tas, and seven and one-half (7½) mills school bonded indebtedness and capital outlay tax.

State Aid
DFB-4.402

State financial support is appropriated to the School District from the following sources:

A. Public School Fund

B. Minimum Program - Regular

C. Minimum Program - Sick Leave

D. Minimum Program - Personal Leave

E. Vocational Education

F. Adult Basic Education

G. Textbooks

H. Minimum Program - Trainable Exceptional Education

I. Hospital and Medical

J. Driver Education

K. Other

Reference: The Code of Alabama, Title 52, Sections 208-215; 215(2) as amended
Code of Alabama, 1975, Sections 16-13-50 through 16-13-58 and 16-13-71.

Federal Aid
DFC-4.403

Federal financial support is available to the school districts in Alabama from the following sources:

A. Vocational Education
B. Public Law 815
C. Public Law 874
D. Public Law 85-864(Title III Programs NDEA)
E. Public Law 85-864(Title V Programs-NDEA)
F. Adult Basic Education
G. Elementary-Secondary Education, Act of 1965
   Public Law 89-10 Title I
H. Elementary-Secondary Education, Act of 1965
   Public Law 89-10 Title II
I. Elementary-Secondary Education, Act of 1965
   Public Law 89-10 Title III
J. Elementary-Secondary Education, Act of 1965
   Public Law 89-10 Title V
K. Elementary-Secondary Education, Act of 1965
   Public Law 89-10 Title VI
L. Drivers Education
M. Education Professions Development Act
N. National School Lunch Program
   (a) Special Milk Program
   (b) School Breakfast Program
   (c) Non-Food Assistance Program
O. Career Education - Appalachian Program
P. Career Exploration-Research Program
Q. Headstart
R. Vocational Rehabilitation
S. Drug Education Act
T. Highway Safety Act
U. Other

Short Term Notes
DFE-4.404

In accordance with the Alabama School Code, the Board shall have the authority during any fiscal year upon recommendation of the Superintendent of Schools, to borrow money in anticipation of current revenues for that fiscal year and to pledge the current revenues for said fiscal year for the payment of such loan or loans if funds on hand are not sufficient to meet current expenses. Such locns shall be due and collectable(payable) not later than the close of the current fiscal year or when the State makes its final appropriation. All such loans shall be approved by the Board prior to negotiating the loan.

Rates of interest on such loans shall not exceed the interest rate stipulated in Title 52 of The Code of Alabama.

Reference: The Code of Alabama, Title 52, Sections 243, 244.
Code of Alabama, 1975, Sections 16-13-145 and 16-13-146.

Bond Sales
DFD-4.405

When it is necessary to provide ample grounds, buildings, and equipment for the schools of the city, the Board shall petition the city governing body to call an election to decide upon the question of issuing bonds on the credit of the city, subject to constitutional limitations. The city governing body is required to grant or comply with such petition.

All proposed bond issues for the School District shall be approved by the Board and State Superintendent of Education prior to petitioning the city governing body.

Reference: The Code of Alabama, Title 52, Section 169, 215(4).
Code of Alabama, 1975, Sections 16-11-19 and 16-13-73.

Depository of School Funds
DG-4.50

The depository for the funds of the School District shall rotate bi-annually between the several banks of the city.

Reference: Limestone County Board of Education, August 1, 1974

Depository of School Funds
DG-4.50

The depository for the funds of the School District shall be a reputable banking establishment located in the city. The selection of the banking establishment shall be at the discretion of the Board

Bonded Employees
DH-4.60

In accordance with the Alabama School Code, the Superintendent of Schools and the custodian of school funds must give bond in an amount fixed by the State Superintendent of Education in a reputable surety company authorized to do business in Alabama. A certified copy of such bond shall be placed on file with the State Department of Education.

The Board delegates to the Superintendent of Schools the responsibility to secure surety bonds, in an amount agreed upon by the Superintendent of Schools and the Board, for all employees of the School District who may be charged with the custody and/or responsibility for handling public school funds. School principals who receive fees shall be bonded for not less than $5,000.00. (Alabama Law requires $1,000.00) A certified copy of such bonds shall be placed on file with the Superintendent of Schools.

The School District, by law, is authorized to expend public school funds to pay necessary premiums for said surety bonds.

Reference: The Code of Alabama, Title 52, Sections 69, 70, 157, 199)5), and 207 (2); Title 14, Section 76. Code of Alabama, 1975, Sections 16-8-7, 16-8-33, 16-11-7, 16-13-8, 16-13-9, 16-13-38, and 16-9-3.

Accounting, Reporting, and Purchasing Procedures
DI-DJ-4.70

The Board of Education of the School District shall continually strive for increased efficiency in all aspects of public funds expenditure. Relevant policies shall thus direct the Superintendent of Schools to establish administrative rules and regulations which guarantee efficient business practices throughout this School District.

Strict compliance with all said rules and regulations shall be mandatory for all administrators and other employees who disburse public funds.

School District Accounting and Reporting
DI-4.70

A. A complete record shall be kept of all receipts and expenditures.

B. All accounting and reporting procedures of the School District and in all individual schools shall be in accordance with the laws of the State, with policies prescribed by the State Board of Education, and by the Board.

C. All report forms and record books needed in a total program of school accounting and not otherwise provided by the State Board of Education shall be provided by the School District.

D. All monies received in the name of the Board and used by the Board shall be deposited in banks within the framework of accounts approved by the Board.

E. All expenditures made by the Board(of the Board) shall be made by check.

F. The Superintendent of Schools shall authorize payment of all bills.

G. No payment shall be made by the Director of Finance(or Custodian of Funds) which exceeds allocation in the budget except as authorized by the Board.

H. All expenditures shall be systematically recorded in line with the various sections of the budget in order that a true and accurate relationship between classifications of expenditures and the budget may be determined at all times.

I. All invoices that are in order for payment shall be paid regularly, month by month, in order that the financial status of the school district can be accurately determined at all times, and invoices covering all expenditures of the Board other than those supported by personnel payrolls shall be systematically filed.

J. Cancelled checks shall be systematically filed so as to satisfy requirements of the law.

K. A cumulative and systematic record shall be kept of all accounts between the Board and individual schools in order that schools shall be responsible for their financial obligations and shall operate within the budget and individual school allocations approved by the Superintendent of Schools and the Board. The Board shall not be responsible for debts incurred by individual schools.

L. A cumulative, systematic, and up-to-date record shall be kept of approved purchase orders to the end that the financial status of the School District can be reliably determined at all times.

M. A cumulative and up-to-date record shall be kept of all insurance records and policies on school buildings, equipment, and insurable properties.

N. A complete and systematic file shall be kept on all school board property, including plots of school sites and deeds.

O. On a regular meeting date of the Board each month, the Superintendent of Schools shall make a monthly progress report on the status of the budget. This report shall show the amount budgeted in each category and the remaining balance.

P. It shall be the duty of the Superintendent of Schools to keep the Board informed as to the status of the budget and to make recommendations concerning needed revisions as provided under law, State Department of Education rules and regulations, and Board policies.

Q. A cumulative and up-to-date inventory shall be systematically kept of equipment and supplies owned by the School District.

R. A cumulative and systematic record shall be kept of the cost of operation and repair of each school building whose titles are vested in the State or the Board.

S. Other records shall be kept as prescribed from time to time by the Superintendent of Schools and/or the Board in order to meet the requirements and developing needs of administration and the Board.

Local School Accounting and Reporting
DIA-4.701

A. In accordance with all laws and with state and Board policies, the principal shall be responsible for the proper handling of all business affairs in his school, including collections, banking, budgeting, spending, records, and reporting.

B. Only public school employees duly authorized shall receive and disburse public school funds and incur indebtedness on behalf of or in the name of the Board.

C. Receipts shall be given for all monies collected in a school, either individually or collectively. Copies of all receipts shall be retained, or stubs of receipt books shall show amount of money received, both of which will show date received, the purpose for which money was collected, and the name of the person from whom the money was received.

D. All funds collected in a school, for whatever purpose, shall be deposited in a bank and shall be spent through the writing of checks.

E. All funds collected in a school shall be regularly deposited in a bank not less often than once each day, except as otherwise approved by the Superintendent of Schools or his designated representative.

F. All funds collected in a school shall be spent for the purposes for which they were collected, except as otherwise approved in writing by the Superintendent of Schools or his designated representative.

G. A complete record of all receipts and expenditures shall be kept in all record books and on forms prescribed by the Board.

H. All checks issued by the secondary schools shall be signed by the local school principal. All checks issued by elementary and junior high schools shall be signed by the local school principal.

I. Invoices covering all expenditures shall be systematically filed.

J. Funds shall not be transferred from one account to another through borrowing or otherwise, except as specifically authorized in writing by the Superintendent of Schools or his designated representative.

K. Inactive earmarked accounts in individual schools which no longer serve the purposes for which said accounts were established shall be transferred by the principal to the general fund. Monthly financial reports shall indicate when and how such accounts have been closed.

L. All money received by a school as a donation shall be received by the principal and deposited in the specific account designated by the donor.

M. A requisition-purchase order system or a voucher system with appropriate invoices covering all expenditures shall be systematically filed.

Financial Reports
DIB-4.702

Annual Budget

The Board shall provide for the preparation and approval of an annual financial budget for the School District. Said budget shall be transmitted to the State Superintendent of Education on or before October first for approval.

Annual Financial Report Published

The Board shall publish annually in the month of October in a newspaper published in the county, a full and complete statement of receipts by source and disbursements by function of the School District for the twelve months' period ending September thirtieth.

Outstanding Indebtedness Report Published

The Board shall publish annually in the month of October in a newspaper published in the county, a statement of outstanding indebtedness of the Board on last September thirtieth. Said statement must show a schedule for retiring said indebtedness, shall separate funded indebtedness from unfounded indebtedness, and the statement shall show the resources available to pay unfunded indebtedness.

Monthly Financial Reports-School District

The Superintendent of Schools shall prepare or cause to be prepared a monthly financial report for the School District, to include local school accounts, and shall present said report to the Board at the Board's regular meeting date.

Annual Financial Report-Local School

Each local school principal shall prepare an annual financial report to include all school accounts, and submit to the Superintendent said report for inclusion in the annual School District financial report.

Reference: The Code of Alabama, Title 52, Sections 92 and 174.
Code of Alabama, 1975, Sections 16-8-37 and 16-11-24.

Inventories
DIC-4.703

The Board shall require the School District to conduct an annual inventory of all equipment and supplies upon forms prescribed by the Superintendent of Schools. Said forms shall show items on hand at beginning of year, items lost, items discarded, items added, items on hand at end of year.

Audits

DID
4.704

All financial accounting and record keeping systems of the School District shall be audited at least once each year. Accounting and record keeping systems of the School District shall be subject to audit annually by the Alabama Department of Public Accounts. All elementary and secondary school accounting and record keeping systems shall be subject to audit annually by a locally approved accounting firm.

A financial audit shall be made of appropriate accounts upon the resignation of the Superintendent of Schools, Custodian of School Funds, staff personnel, and principals. The audit shall be made on all accounts for which said person was accountable, and may be a cash or full audit. Said audit will serve as protection for the Board and said personnel.

All personnel are subject to unexpected audits at any tiem during the school year by representatives of the Alabama Department of Public Accounts. A twenty-four notice is usually given in such cases. This Board shall reserve the right to require an audit of any account in the School District when it considers such to be necessary.

Reference: The Code of Alabama, Title 52, Section 199(5)
Code of Alabama, 1975, Section 16-13-9.

Checking Accounts
DJA-4.705

The School District shall establish a checking account with the banking establishment serving as the depository of school funds upon which checks may be drawn for payment of debts incurred by the School District.

Each local school shall establish a checking account with a banking establishment upon which checks may be drawn for payment of debts to be paid for from local school funds.

All financial transactions of the School District and local schools shall be paid for by check and no cash payments shall be made.

Authorized Signatures
DJAA-4.706

All checks issued by the School District shall be signed by the Custodian of School Funds.

All checks issued by secondary or elementary schools shall be signed by the local school principals.

Petty Cash Funds
DJB-4.707

School District

The maximum cash value of the petty cash fund shall be fifty($50.00)dollars. The petty cash fund shall be disbursed by and accounted for by the Custodian of School Funds. Itemized expenditures from said funds shall be maintained and kept on file at the office of the Superintendent of Schools.

Local Schools

The maximum petty cash value shall be fifty($50.00) dollars. The petty cash fund shall be disbursed by and accounted for by the local school principal. Itemized expenditures from said funds shall be maintained and kept on file at the local school.

[illegible]

Payroll Procedures
DJC-4.708

The Superintendent of Schools shall, at such times and in such manner as directed by the Board, under such rules and regulations promulgated by the State Superintendent of Education, prepare his payroll or payrolls for payment of teachers, employees, bills and other items authorized by the Board. No public funds must be paid except on an order signed by the President of the Board, accompanied by a certificate of the Superintendent of Schools that the payroll is correct, due, and unpaid.

Submission of Payroll by Local School

The following procedure will be followed by local schools when submitting payrolls to the School District:

A. The payroll shall be submitted on forms prescribed by the Superintendent of Schools.

B. The local school principal shall affix his signature to all payroll forms prior to submission.

C. All payroll forms shall be submitted to the Superintendent of Schools at least five(5) days(working) prior to the payday schedule.

D. All reimbursement checks shall be submitted with the payroll forms.

Payroll Procedures for Issuance of Checks

A. Payroll checks shall be issued on the last day of the month, unless the last day falls on a non-working day, then checks may be issued on the next subsequent working day.

B. Payroll checks shall be sealed in an envelope with the payee's name affixed to the outside.

C. Payroll checks shall be issued to all personnel by their immediate supervisor.

Reference: The Code of Alabama, Title 52, Section 191.
Code of Alabama, 1975, Section 16-12-17.

Pay Day Schedules
DJCA-4.709

All personnel employed by the School District shall be paid on a monthly basis. Said employees shall be paid on or before the last day of the month except when the last day of the month falls on a non-working day; in such cases said personnel may be paid on the next subsequent working day.

Salary Deductions
DJCB-4.710

The School District shall make all salary deductions as required by law. In no cases will the School District make other deductions unless approved, in writing, by the employee.

Federal and State Income Deductions

The School District shall deduct federal and state income tax from all employees in accordance with law. Each employee of the School District shall file with the Superintendent of Schools all necessary income tax withholding forms when initially employed and when adjustments are necessary.

FICA - Social Security Deductions

The School District shall deduct FICA tax from all employees in accordance with law.

Teacher Retirement Deduction

The School District shall deduct teacher retirement contributions from all employees participating in the State Teachers' Retirement System. Said deductions shall be made in accordance with law.

Professional Dues Deductions

The School District may withhold dues for membership in the locally recognized professional education association. Said deductions shall not be made without authorization, in writing, by each employee so involved. Payroll deductions for other professional organizations will not be made by the Board and must be handled on an individual basis. Payroll deductions for recognized professional organizations and local affiliates shall be made during the months of September, October, and November.

Insurance and Annuity Deductions

The School District may make deductions for specified insurance and annuity plans as a service to employees. Said deductions shall be made in accordance with administrative rules and regulations filed GAL-R - 6.503 under this cover.

Other Deductions

The School District may make other deductions as a service to employees when requested, in writing, by the employee and approved by the Superintendent of Schools.

Expense Reimbursement
DJD-4.711

Procedures which conform to sound principles of financial accounting shall be developed by the Superintendent of Schools and/or his designated representatives for reimbursement of travel and expense claims by school personnel.

Purchasing Authority
DJEA-4.712

Purchases for the Board will be made in such a way as to achieve quality service and products at the lowest possible cost. Said purchases shall be in accordance with the Code of Alabama and interpretations and opinions of the Attorney General of Alabama.

The purchasing authority of the School District is vested in the Board of Education. The Board delegates to the Superintendent of Schools the authority (within policy limitations; $500.00 maximum) to purchase in the name of the Board, necessary goods and services for the effective operation of the School District.

Note: Based on enactments by the State Legislature in the Regular Session of 1975, many boards have increased the above maximum. The Legislature increased the maximum required before bidding was necessary from $500.00 to $2000.00. Items which exceeded $2000.00 must comply with competitive bid laws.

Some boards of education, however, have not altered the previous ceilings; i.e., $300.00 in Cullman, $500.00 in Limestone County.

Purchases Requiring Board Approval
DJEAA-4.713

All purchases, not previously approved in the budget, in excess of five-hundred($500.00) dollars must have prior board approval. The Superintendent of Schools may authorize purchases up to, but not to exceed five-hundred($500.00) dollars. Prior approval by the Superintendent of Schools, or his designated representative, shall be required of all purchases by authorized personnel.

Note: Said limits may be increased due to actions by the State Legislature during the 1975 session. Said actions increased the allowable figures from $500.00 to $2000.00 in reference to the competitive bid law provisions.

Bids and Quotation Requirement
DJED-4.714

Bids shall be obtained on items covered under the bid law which cost in excess of $2000.00. All bids shall be obtained in accordance with the competitive bid laws of Alabama.

Quotations should be obtained on items which cost less than $2000.00 in order to obtain quality products at the lowest possible cost.

Original

Local Purchasing
DJEE-4.715

It shall be the policy of the Board to give preference to local firms when purchasing goods and services from quotation prices, provided the quality of service or product is not sacrificed and the prices are competitive, and in accordance with the bid law, Bid items may be purchased locally provided the local bid is not in excess of three percent(3%) of other bid prices.

Requisitions- And School Purchase Orders

DJEF-DJEG

4.716-4.717

In accordance with sound principles of financial accounting, requisitions shall be prepared on all items or services purchased in the name of the Board and shall be submitted and approved by the Superintendent of Schools prior to issuance of a purchase order.

Provided items or services to be purchased are requested by local schools, each requisition shall note the name of the person requesting items or services and must be signed by the local school principal prior to submission to the Superintendent of Schools.

All requisitions in the name of the Board shall note that items and services shall be delivered to the Board.

All requisition forms must be fully completed to show quantity, description, unit price and extended price.

Said policies shall apply to all local school purchases as well as to those made by Central Office personnel. Local school purchase orders shall contain information identical to that above. Said purchase orders shall be kept in an easily accessible file within the local school and shall be aptly classified. One copy of the purchase order is to be kept for the file. One copy is to be given to the vendor. One copy is to be kept by the teacher requesting said purchase order.

Local school principals shall notify all vendors that only invoices which denote the issued purchase order numbers shall be chargeable to the local school.

Vendor Relations

DJEI-4.718

The School District shall always promote vendor-School District relations through honest and fair business transactions. The Board and employees of the Board shall always seek to secure quality services and products in the most economical manner. Favoritism of certain vendors shall not be a policy of the Board.

No member of the Board or employee of the Board will accept gifts from any person, agency, or company doing, or desiring to do, business with the School District; and all business related gratuities are specifically prohibited, except nominal value advertising items which are widely distributed.

[illegible]

Capital Outlay Purchasing
DJF-4.719

All equipment purchases must have the approval of the Superintendent of Schools or his designated representative and items which cost five-hundred($500.00) dollars, or more, must have Board approval.

Cash in School Buildings
DL-4.80

Cash in school buildings shall be kept to an absolute minimum. Local school principals shall take necessary precautions to insure the safekeeping of all school monies under their control. Daily bank deposits shall be made by local school principals provided money accruing to the school or School District is collected daily.

School Properties Disposal Procedure

DO- 4.90

The Superintendent of Schools shall advise the Board that certain property is no longer needed for public school purposes.

The Board upon receipt of such report may at such time as it deems proper and at its discretion declare that such property is no longer needed for public school purposes.

Once real estate or other school property, real or personal, is declared as no longer needed for public school purposes by the Board, the Superintendent of Schools will be authorized by the Board to take appropriate action in disposing of such property as outlined below:

A. Obtain an appraisal reflecting the fair market value of said property.

B. Notify local governmental authorities that such property is no longer needed for school purposes and invite a proposal if there is a need for such property.

C. Follow the procedures in the manner prescribed by state law for the sale of real estate and personal property.

D. Upon receipt of final bid, a recommendation will be made to the Superintendent of Schools for Board action.

Reference: The Code of Alabama, Title 52, Sections 160, 373, 374, and 375.
Code of Alabama, 1975, Section 16-11-11, 16-20-8 and 16-20-9.
(Section 375 of Title 52 deleted from Code of Alabama, 1975, Title 16.)

PART IV

SELECTED READING ABSTRACTS
ON
FISCAL MANAGEMENT

REPORT NUMBER ED021336

TITLE THE RELATIONSHIP OF SOCIOECONOMIC FACTORS, EDUCATIONAL LEADERSHIP PATTERNS AND ELEMENTS OF COMMUNITY POWER STRUCTURE TO LOCAL SCHOOL FISCAL POLICY. FINAL REPORT.

AUTHOR(S) JOHNS, ROE L.; KIMBROUGH, RALPH B.

SOURCE FLORIDA UNIV., GAINESVILLE. COLL. OF EDUCATION.

NOTE 247 P.

PUB DATE MAY 68

ABSTRACT

IN A STUDY OF THE CRITICAL FACTORS AFFECTING LOCAL DECISION MAKING ON SCHOOL FISCAL POLICY, SOCIOECONOMIC FACTORS, EDUCATIONAL LEADERSHIP, AND COMMUNITY POWER STRUCTURE WERE RELATED TO ONE ANOTHER AND TO LOCAL FINANCIAL EFFORT IN RELATION TO ABILITY. THE STUDY INCLUDED 122 SCHOOL DISTRICTS OF 20,000 POPULATION AND ABOVE LOCATED IN THE STATES OF FLORIDA, GEORGIA, KENTUCKY, AND ILLINOIS. TWENTY-FOUR DISTRICTS (THREE HIGHLAND THREE LOW EFFORT DISTRICTS FROM EACH STATE) WERE SELECTED FOR INTENSIVE STUDY. THE 12 MAJOR HYPOTHESES TESTED DEALT WITH CONSISTENCY OF LOCAL SCHOOL FISCAL POLICY, THE RELATIONSHIP OF SOCIOECONOMIC FACTORS AND KINDS OF COMMUNITY POWER STRUCTURES TO EFFORT, AND THE CHARACTERISTICS OF COMMUNITY LEADERS AND VOTER BEHAVIOR IN COMPETITIVE AND NONCOMPETITIVE POWER STRUCTURES. PRINCIPAL FINDINGS INCLUDED: (1) MOST SCHOOL DISTRICTS FOLLOWED CONSISTENTLY HIGH OR LOW EFFORT PATTERNS THROUGHOUT THE 18 YEARS STUDIED, (2) THERE WAS NO CONSISTENT RELATIONSHIP BETWEEN SOCIOECONOMIC FACTORS AND FINANCIAL EFFORT, (3) LOW FINANCIAL EFFORT DISTRICTS TENDED TO HAVE NONCOMPETITIVE POWER STRUCTURES, AND (4) LOW EFFORT, NONCOMPETITIVE DISTRICTS TENDED TO HAVE CLOSED SOCIAL SYSTEMS WITH POLITICALLY LESS ACTIVE VOTERS. (AUTHOR/JK)

DESCRIPTORS
BOARDS OF EDUCATION
COMMUNITY LEADERS
DECISION MAKING
FINANCIAL POLICY
LEADERSHIP STYLES
SCHOOL BUDGET ELECTIONS
SCHOOL SUPERINTENDENTS
STATISTICAL ANALYSIS
COMMUNITY ATTITUDES
COMMUNITY SUPPORT
EDUCATIONAL FINANCE
FINANCIAL SUPPORT
POWER STRUCTURE
SCHOOL DISTRICTS
SOCIOECONOMIC INFLUENCES
TEACHERS

IDENTIFIERS
FLORIDA
ILLINOIS
GEORGIA
KENTUCKY

EDRS PRICE MF-$0.75 HC-$11.40 PLUS POSTAGE

D 4.0 FISCAL MANAGEMENT

REPORT NUMBER EJ000738

TITLE CONANT STATE FINANCE PLAN GETS QUALIFIED APPROVAL

PUB DATE 69 JAN

DESCRIPTORS
EDUCATIONAL FINANCE
LOCAL ISSUES
SCHOOL DISTRICT AUTONOMY
STATES POWERS
TAXES
EXPENDITURE PER STUDENT
SCHOOL ADMINISTRATION
SCHOOL DISTRICT SPENDING
TAX ALLOCATION

IDENTIFIERS
JAMES CONANT

CITATION NAT SCH; 83; 1; 70-76

D 4.0 FISCAL MANAGEMENT

REPORT NUMBER EJ105838

TITLE INDIRECT COSTS--PART TWO

AUTHOR(S) BARKDULL, CHARLES W.

PUB DATE NOV 74

ABSTRACT
THE SECOND OF TWO ARTICLES DISCUSSES RECIPROCAL SERVICES, SOME HISTORY OF GOVERNMENTAL INVOLVEMENT IN INDIRECT COSTING, AND SOME ALTERNATIVE METHODS OF DEALING WITH THE PROBLEMS AT THE LOCAL SCHOOL DISTRICT LEVEL. (AUTHOR)

DESCRIPTORS
EDUCATIONAL FINANCE
PROGRAM COSTS
BUDGETING
SCHOOL ADMINISTRATION
PROGRAM BUDGETING
SCHOOL ACCOUNTING
PROGRAM PLANNING

IDENTIFIERS
INDIRECT COSTS

CITATION SCHOOL BUSINESS AFFAIRS; 40; 11; 270-273

REPORT NUMBER ED119371

TITLE SCHOOL RULE. A CASE STUDY OF PARTICIPATION IN BUDGETING IN AMERICA.

AUTHOR(S) DAVID, MIRIAM E.

NOTE 152 P.

PUB DATE 75

ABSTRACT

THIS BOOK FOCUSES ON THE QUESTION OF HOW CITIZEN PARTICIPATION AFFECTS THE MAKING OF THE SCHOOL BUDGET, THE CRUCIAL CONTROLLING INSTRUMENT OF MODERN BUREAUCRATIC ORGANIZATIONS. THE FOUR COMMUNITIES STUDIED DIFFERED IN SIZE, SOCIAL AND ECONOMIC CHARACTERISTICS, AND FORM OF GOVERNMENT. CHPATER 1 INTRODUCES THE TOPIC AND BEGINS THE DISCUSSION OF THE ORGANIZATION OF EDUCATION AND THE ROLE OF PROFESSIONAL CONTROL. CHAPTER 2 PRESENTS THE DESIGN OF THE STUDY. CHAPTER 3 GIVES THE SALIENT CHARACTERISTICS--SOCIAL, POLITICAL, AND BUDGETARY--OF THE FOUR DISTRICTS. CHAPTER 4 PRESENTS AN ANALYSIS OF PREPARATIONS OF THE OPERATING BUDGET. CHAPTER 5 CHARACTERIZES THE SCHOOL COMMITTEES' DELIBERATIONS ON THE OPERATING BUDGET AS A REACTION TO THE PROFESSIONAL EDUCATORS. CHAPTER 6 EXTENDS THE ANALYSIS TO THE INVOLVEMENT OF THE COMMUNITY. CHAPTER 7 EVALUATES SALARY NEGOTIATIONS IN TERMS OF CITIZEN OR PROFESSIONAL CONTROL, PARTICULARLY THAT OF OCCUPATION GROUPS WITHIN THE EDUCATION PROFESSION. CHAPTER 8 DISCUSSES WHETHER PARTICULAR FORMS OF GOVERNMENT MACHINERY HAVE AN IMPACT ON LAY, OR REPRESENTATIVE, CITIZEN PARTICIPATION IN THE BUDGET AND ON SPECIFIC KINDS OF DECISIONS. CHAPTER 9 SUMMARIZES AND DRAWS CONCLUSIONS AND IMPLICATIONS. THE AUTHOR FINDS THAT CITIZEN PARTICIPATION IS MORE AN ILLUSION THAN A REALITY. (AUTHOR/IRT)

DESCRIPTORS

BOARDS OF EDUCATION
CASE STUDIES
COMMUNITY CONTROL
DECISION MAKING
EDUCATIONAL ECONOMICS
ORGANIZATION
SCHOOL SUPERINTENDENTS
BUDGETS
COLLECTIVE BARGAINING
COMMUNITY INVOLVEMENT
EDUCATIONAL CHANGE
ELEMENTARY SECONDARY EDUCATION
POLITICAL INFLUENCES
TEACHER SALARIES

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D 4.0 FISCAL MANAGEMENT

REPORT NUMBER EJ033387

TITLE LOCAL DEMAND FOR EDUCATION: A CRITIQUE OF SCHOOL FINANCE AND ECONOMIC RESEARCH CIRCA 1959-1969

AUTHOR(S) HICKROD, G. ALAN

PUB DATE FEB 71

DESCRIPTORS
CROSS SECTIONAL STUDIES
EDUCATIONAL ECONOMICS
EXPENDITURE PER STUDENT
MODELS
SCHOOL ADMINISTRATION
EDUCATIONAL DEMAND
EDUCATIONAL FINANCE
LONGITUDINAL STUDIES
RESEARCH REVIEWS (PUBLICATIONS)

CITATION REVIEW OF EDUCATIONAL RESEARCH; 41; 1; 35-49

D 4.0 FISCAL MANAGEMENT also, I 9.0

REPORT NUMBER EJ129252

TITLE A COST-BENEFIT APPROACH TO SCHOOL DISTRICT POLICY

AUTHOR(S) HOSEN, RON

PUB DATE F 75

ABSTRACT
PROVIDES A SET OF GUIDELINES FOR INDIVIDUAL SCHOOL DISTRICTS WISHING TO MAXIMIZE THEIR INSTRUCTIONAL EFFECTIVENESS WHILE REDUCING COSTS. (RB)

DESCRIPTORS
COST EFFECTIVENESS
SCHOOL POLICY
GUIDELINES
EDUCATIONAL ACCOUNTABILITY
SCHOOL ADMINISTRATION
ELEMENTARY SECONDARY EDUCATION

CITATION READING IMPROVEMENT; 12; 3; 130-40

686

REPORT NUMBER ED017077

TITLE INVESTIGATION OF FISCALLY INDEPENDENT AND DEPENDENT CITY SCHOOL DISTRICTS.

AUTHOR(S) GITTELL, MARILYN; AND OTHERS

SOURCE CITY UNIV. OF NEW YORK, N.Y. RESEARCH FOUNDATION

NOTE 455 P.

PUB DATE 67

ABSTRACT

A TWO-PART COMPARATIVE ANALYSIS IS MADE OF LARGE AND SMALL CITY SCHOOL SYSTEMS. PART 1 ANALYZES A WIDE RANGE OF FISCAL AND NON-FISCAL VARIABLES ASSOCIATED WITH FISCAL STATUS OF CITY SCHOOL SYSTEMS. IT COVERS THE 2,788 CITY SCHOOL DISTRICTS IN THE UNITED STATES WITH ENROLLMENTS OVER 3,000. COMPLEX INTERRELATIONSHIPS SURROUNDING FISCAL STATUS IN COMMUNITY AND GOVERNMENTAL RELATIONSHIPS ARE IDENTIFIED. THE STUDY ALSO IDENTIFIES APPROPRIATE COMBINATIONS OF POLITICAL AND FISCAL CONTROLS FOR DISTRICTS OF VARYING SIZE. THE COMBINATION OF FISCAL INDEPENDENCE, PUBLIC VOTE, AND SCHOOL BOARD ELECTIONS IS FOUND TO BE FAVORABLE FOR ADEQUATE FINANCING. PART II PROBES INTENSIVELY INTO THE FISCAL AND ADMINISTRATIVE OPERATIONS OF SIX LARGE CITY SCHOOL SYSTEMS (BALTIMORE, CHICAGO, DETROIT, NEW YORK, PHILADELPHIA, AND ST. LOUIS) TO IDENTIFY THE CONDITIONING ROLE OF FISCAL STATUS AND TO DEVELOP A DESIGN FOR FURTHER RESEARCH. IT ALSO MEASURES THE OUTPUTS OF INNOVATION AND FLEXIBILITY AS REFLECTIVE OF THE ABILITY OF A SCHOOL SYSTEM TO RESPOND TO CHANGING NEEDS. SERIOUS DOUBTS OF THE SIGNIFICANCE OF FISCAL STATUS AS A DETERMINATIVE FACTOR FOR LARGE SYSTEMS ARISE FROM THIS STUDY, AND SUGGESTIONS ARE MADE FOR AN APPROACH TO FURTHER RESEARCH USING INNOVATION AS AN OUTPUT IN A MODEL WITH ADMINISTRATIVE CHANGE, COMMUNITY PARTICIPATION, AND FISCAL RESOURCES AS INPUTS. (HW)

DESCRIPTORS

ADMINISTRATIVE POLICY
BUDGETS
COMMUNITY INVOLVEMENT
EDUCATIONAL FINANCE
FEDERAL AID
FINANCIAL PROBLEMS
RESOURCE ALLOCATIONS
SCHOOL SIZE
STATISTICAL ANALYSIS
BOARDS OF EDUCATION
CIVIL RIGHTS
EDUCATIONAL CHANGE
EDUCATIONAL INNOVATION
FINANCIAL POLICY
POLICY FORMATION
SCHOOL DISTRICTS
STATE SCHOOL DISTRICT RELATIONSHIP
URBAN SCHOOLS

IDENTIFIERS

NEW YORK CITY

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D 4.0 FISCAL MANAGEMENT

REPORT NUMBER EJ109258

TITLE THE SCHOOL DINANCE CRISIS AND THE BLACK EDUCATIONAL ADMINISTRATOR

AUTHOR(S) SINGLETON, ROBERT

PUB DATE W 74

ABSTRACT

THE AUTHOR MAKES AN INFORMATIVE AND PROVACATIVE SYNOPSIS OF THE EDUCATIONAL FINANCE DILEMMA IN LIGHT OF THE SERRANO AND RODRIGUEZ COURT DECISIONS. PUBLISHED BY: CONSORTIUM FOR EDUCATIONAL LEADERSHIP, 5801 SOUTH KENWOOD AVENUE, CHICAGO, ILLINOIS 60637. (AUTHOR/DN)

DESCRIPTORS

EDUCATIONAL FINANCE
RESOURCE ALLOCATIONS
NEGRO ATTITUDES
EQUAL EDUCATION
SPEECHES
FINANCE REFORM
MINORITY GROUPS
ADMINISTRATOR ROLE
COURT LITIGATION

IDENTIFIERS

CALIFORNIA
ELEMENTARY SECONDARY EDUCATION
BLACK ADMINISTRATORS

CITATION CONSORTIUM CURRENTS; 2; 1; 14-19

D 4.0 FISCAL MANAGEMENT also, E 5.0

REPORT NUMBER ED030175

TITLE THE DEPARTMENT OF BUSINESS AND FINANCE IN A PUBLIC SCHOOL SYSTEM.

SOURCE EDUCATIONAL SERVICE BUREAU, INC., WASHINGTON, D.C.
ADMINISTRATIVE LEADERSHIP SERVICE.

NOTE 44 P.

PUB DATE 68

ABSTRACT

THIS BOOKLET DESCRIBES THE BUSINESS AND FINANCE FUNCTIONS OF MANAGING PUBLIC SCHOOL SYSTEMS. THE ROLE AND DUTIES OF A SCHOOL BUSINESS ADMINISTRATOR ARE DISCUSSED AND QUALIFICATIONS, EDUCATIONAL REQUIREMENTS, AND CERTIFICATION REQUIREMENTS AND SUGGESTED FOR THE POSITION. THE ORGANIZATIONAL STURCTURE, OPERATION, AND DUTIES OF ADMINISTRATORS IN THE SCHOOL BUSINESS SERVICES DIVISION OF THE MONTGOMERY COUNTY, MARYLAND, SCHOOL SYSTEM ARE DESCRIBED AS AN EXAMPLE OF HOW BUSINESS AND FINANCE DUTIES CAN BE FITTED INTO A SCHOOL SYSTEM'S ORGANIZATIONAL STURCTURE. RECOGNIZING THAT SUCH A MODEL CANNOT FIT PERFECTLY THE UNIQUE QUALITIES OF EACH SCHOOL SYSTEM, GENERAL SUGGESTIONS ARE MADE CONCERNING OBJECTIVES OF THE BUSINESS DEPARTMENT, ORGANIZATIONAL FLEXIBILITY, QUALIFICATIONS FOR THE CHIEF BUSINESS OFFICER, AND ASSIGNMENT OF RESPONSIBILITIES. FINALLY, 15 POSITION DESCRIPTIONS ARE PROVIDED FOR VARIOUS BUSINESS RELATED MANAGEMENT PERSONNEL AS A FURTHER GUIDE TO MORE PROFESSIONAL SCHOOL BUSINESS MANAGEMENT. (TT)

DESCRIPTORS

ADMINISTRATIVE ORGANIZATION
ADMINISTRATOR QUALIFICATIONS
ADMINISTRATOR ROLE
BUSINESS
FINANCIAL SERVICES
PROFESSIONAL RECOGNITION
SUPERINTENDENT ROLE
ADMINISTRATIVE PERSONNEL
ADMINISTRATOR RESPONSIBILITY
ASSISTANT SUPERINTENDENT ROLE
EDUCATIONAL FACILITIES
OCCUPATIONAL INFORMATION
PUBLIC SCHOOL SYSTEMS

IDENTIFIERS

MARYLAND
MONTGOMERY COUNTY

AVAILABILITY: EDUCATIONAL SERVICE BUREAU, INC., 1507 M STREET, N.W., WASHINGTON, D.C. 20036 ($4.00)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

D 4.0 FISCAL MANAGEMENT

REPORT NUMBER ED001612

TITLE FISCAL POLICIES TO MEET THE NEEDS OF THE GREAT CITY SCHOOL SYSTEMS IN AMERICA

AUTHOR(S) CROWTHER, JACK P.; AND OTHERS

SOURCE GREAT CITIES RESEARCH COUNCIL, CHICAGO, ILL.

NOTE 8 P.

PUB DATE 63

ABSTRACT

UNDER PRESENT FISCAL POLICIES, BOARDS OF EDUCATION DO NOT HAVE ENOUGH MONEY TO PROVIDE THE KIND AND QUALITY OF EDUCATIONAL PROGRAMS NEEDED FOR THE WELL-BEING OF OUR SOCIETY. THE FOLLOWING POLICIES OFFER PROMISE AS GUIDES. THE FINANCIAL BURDEN SHOULD BE SHARED BY ALL CITIZENS AND BY ALL LEVELS OF GOVERNMENT. DETERMINATION OF NEEDS SHOULD BE THE RESPONSIBILITY OF LOCAL BOARDS OF EDUCATION. EDUCATIONAL SUPPORT FROM LOCAL TAXES SHOULD BE DETERMINED BY TOTAL BURDEN OF LOCAL GOVERNMENT OF THE LOCAL TAX BASE. LOCAL BOARDS SHOULD BE FREE FROM UNREASONABLE ADMINISTRATIVE CONTROLS. THE FEDERAL GOVERNMENT SHOULD SUPPORT EDUCATION WHEN LOCAL AND STATE RESOURCES ARE INSUFFICIENT TO PROVIDE ACCEPTABLE EDUCATIONAL PROGRAMS. THE LEVEL OF FINANCIAL SUPPORT SHOULD BE KEPT RESPONSIVE TO THE FLUCTUATIONS OF INFLATION AND DEFLATION IN THE PRICE STRUCTURE OF THE ECONOMY.

DESCRIPTORS

ECONOMIC CLIMATE
EDUCATIONAL QUALITY
RESOURCE GUIDES
SCHOOL SUPPORT
EDUCATIONAL PROGRAMS
FINANCIAL POLICY
SCHOOL ADMINISTRATION
TAX SUPPORT

IDENTIFIERS

CHICAGO
GREAT CITIES PROGRAM

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

D 4.0 FISCAL MANAGEMENT also, BA 2.10, BBD 2.214, and M 11.50

REPORT NUMBER	ED025342
TITLE	THE INTERMEDIATE UNIT OF SCHOOL ADMINISTRATION FOR POLK COUNTY SCHOOLS
SOURCE	POLK COUNTY PUBLIC SCHOOLS, DES MOINES, IOWA.
NOTE	31 P.
PUB DATE	SEP 67

ABSTRACT

THE INTERMEDIATE ADMINISTRATIVE UNIT OF POLK COUNTY, IOWA IS OUTLINED IN THIS DOCUMENT. ITEMS DISCUSSED INCLUDE BOARD OF EDUCATION PHILOSOPHY AND POLICY, PERSONNEL, EDUCATIONAL SERVICES, ADMINISTRATIVE ORGANIZATION, COUNTY BOARD OF EDUCATION AND SUPERINTENDENT RELATIONSHIPS, COUNTY BOARD AND LOCAL BOARD RELATIONSHIPS, BUDGETING, AND FISCAL MATTERS. A CHART DEPICTING STUDENT ENROLLMENTS BY GRADE LEVEL AND SCHOOL CONCLUDES THE DOCUMENT. (SW)

DESCRIPTORS

ADMINISTRATIVE ORGANIZATION
ADMINISTRATOR RESPONSIBILITY
BOARD OF EDUCATION POLICY
COUNTY SCHOOL SYSTEMS
FINANCIAL POLICY
PERSONNEL
PERSONNEL POLICY
SCHOOL SERVICES
STUDENT ENROLLMENT
ADMINISTRATIVE PERSONNEL
BOARD ADMINISTRATOR RELATIONSHIP
BUDGETING
EDUCATIONAL PHILOSOPHY
INTERMEDIATE ADMINISTRATIVE UNITS
PERSONNEL NEEDS
RURAL AREAS
SMALL SCHOOLS
VERTICAL ORGANIZATION

IDENTIFIERS

IOWA
POLK COUNTY

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

D 4.0 FISCAL MANAGEMENT

REPORT NUMBER ED051581

TITLE THE FINANCIAL FUTURE OF CITY AND SCHOOL GOVERNMENT IN PHILADELPHIA. THE FED IN PRINT. BUSINESS REVIEW.

AUTHOR(S) LYON, DAVID W.; EPPS, RICHARD W.

SOURCE FEDERAL RESERVE BANK OF PHILADELPHIA, PA.

NOTE 76 P.

PUB DATE MAR 71

ABSTRACT

THIS REVIEW DISCUSSES THE FISCAL DIFFICULTIES OF THE CITY AND SCHOOL DISTRICT OF PHILADELPHIA AND DESCRIBES THE PROJECTION OF EXPENDITURES AND RECEIPTS AND THE MOUNTING DEFICITS IMPLIED BY THESE PROJECTIONS. THREE DIFFERENT PROJECTIONS ARE MADE TO POINT OUT ALTERNATIVE FISCAL OUTLOOKS: A HIGH PROJECTION THAT CORRESPONDS TO STRONG ECONOMIC CONDITIONS AND AGGRESIVE SPENDING; A MEDIUM PROJECTION THAT ASSUMES SOME STRENGTHENING IN THE ECONOMY AND SLOWER PACED PUBLIC SPENDING; AND A LOW PROJECTION THAT CORRESPONDS TO WEAK RECOVERY AND LITTLE ATTEMPT TO INCREASE THE AMOUNT OF SERVICES PROVIDED BY GOVERNMENT IN PHILADELPHIA. THE ARTICLE SUMMARIZES THE PROJECTIONS, AND EMPHASIZES THE MEDIUM PROJECTION. AN APPENDIX INCLUDES A MORE DETAILED DESCRIPTION OF ALL PROJECTIONS. (AUTHOR/JF)

DESCRIPTORS

BUDGETS
EDUCATIONAL ADMINISTRATION
EXPENDITURES
FINANCIAL POLICY
FINANCIAL SUPPORT
SCHOOL ADMINISTRATION
STATE AID
CITY GOVERNMENT
EDUCATIONAL FINANCE
FEDERAL AID
FINANCIAL PROBLEMS
FISCAL CAPACITY
SCHOOL TAXES

IDENTIFIERS

EXPENDITURE PROJECTIONS
PHILADELPHIA
INFLATION

AVAILABILITY: PUBLIC SERVICE, FEDERAL RESERVE BANK OF PHILADELPHIA,
PHILADELPHIA, PENNSYLVANIA 19101

EDRS PRICE MF-$0.75 HC-$4.20 PLUS POSTAGE

DC 4.10 ANNUAL OPERATING BUDGET also, CG 3.50 and H 8.0

REPORT NUMBER	ED033471
TITLE	PROCEEDINGS OF THE ANNUAL WORKSHOP FOR SCHOOL BUSINESS OFFICIALS (2ND STATE UNIVERSITY OF NEW YORK AT BUFFALO, JANUARY 31, 1969)
AUTHOR(S)	KISER, CHESTER, ED.; AND OTHERS
SOURCE	STATE UNIV. OF NEW YORK, BUFFALO. WESTERN NEW YORK SCHOOL STUDY COUNCIL.
NOTE	113 P.
PUB DATE	31 JAN 69

ABSTRACT

FIVE PAPERS ARE PRESENTED FORM A WORKSHOP FOR SCHOOL BUSINESS OFFICIALS. ONE ANALYZES THE LIMITATIONS AND POTENTIAL MISUSES OF PLANNING, PROGRAMMING, BUDGETING SYSTEMS (PPBS) IN EDUCATION. THE SECOND SURVEYS CURRENT ACTIVITY IN EDUCATIONAL PROGRAM BUDGETING WITH A LOOK TO THE FUTURE. THESE TWO PRESENTATIONS ARE FOLLOWED BY A PANEL DISCUSSION. THE THIRD PAPER IS A SHORT PRESENTATION OF HINTS AND GUIDELINES FOR SCHOOL BUSINESS OFFICIALS INVOLVED IN COLLECTIVE NEGOTIATIONS, FOLLOWED BY A QUESTION AND ANSWER SESSION. THE FOURTH PRESENTATION CONSIDERS THE FOLLOWING AS MAJOR FACTORS TO BE CONSIDERED IN CLASSIFIED PERSONNEL STAFFING: (1) THE GOALS OR POLICIES OF THE ORGANIZATION, (2) THE NUMBERICAL ADEQUACY OF THE STAFF, (3) THE KINDS OF JOBS TO BE PERFORMED, AND (4) THE INSERVICE SUPERVISION AND EVALUATION OF PERSONNEL. THE LAST PAPER REPORTS THE FINDINGS OF STUDIES ON THE VALUE AND COST OF FRINGE BENEFITS FOR ADMINISTRATIVE PERSONNEL, TEACHING PERSONNEL, AND CLASSIFIED PERSONNEL WITHIN THE WESTERN NEW YORK SCHOOL SYSTEM. A RELATED DOCUMENT IS EA 002 147. (DE)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
BOARD OF EDUCATION ROLE
CONFERENCE REPORTS
EDUCATIONAL FINANCE
JOB ANALYSIS
PERSONNEL POLICY
PROGRAM BUDGETING
SYSTEMS APPROACH
ADMINISTRATOR ROLE
COLLECTIVE NEGOTIATION
COST EFFECTIVENESS
FRINGE BENEFITS
PERSONNEL EVALUATION
PERSONNEL SELECTION
STAFF UTILIZATION

EDRS PRICE MF-$0.75 HC-$5.40 PLUS POSTAGE

DC 4.10 ANNUAL OPERATING BUDGET

REPORT NUMBER EJ017315

TITLE THE BUDGETING PROCESS: KEY TO FINANCIAL PROBLEMS

AUTHOR(S) SEIDL, A. E.

PUB DATE 70 APR

DESCRIPTORS
ADMINISTRATION
EDUCATIONAL FINANCE
MANAGEMENT
BUDGETING
FINANCIAL SUPPORT
MONEY MANAGEMENT

CITATION MOMENTUM; 1; 2; 13-7

DC 4.10 ANNUAL OPERATING BUDGET

REPORT NUMBER ED122451

TITLE BUDGET ALLOCATION BY SCHOOL DISTRICTS: AN ANALYSIS OF SPENDING FOR TEACHERS AND OTHER RESOURCES.

AUTHOR(S) BARRO, STEPHEN M.; CARROLL, STEPHEN J.

SOURCE RAND CORP., SANTA MONICA, CALIF.

NOTE 139 P.

PUB DATE DEC 75

ABSTRACT

THE OBJECTIVE OF THIS STUDY IS TO PROVIDE PARTIAL ANSWERS TO THE QUESTION, 'WHAT WOULD SCHOOL DISTRICTS BUY IF THEY WERE GIVEN ADDITIONAL FUNDS?' THE ANSWERS ARE POTENTIALLY RELEVANT TO STATE AND FEDERAL EDUCATION POLICY-MAKERS FACED WITH THE TASK OF DEVELOPING AND IMPLEMENTING SCHOOL FINANCE REFORMS WHO MUST CONSIDER WHETHER AND UNDER WHAT CONDITIONS LOCAL SCHOOL SYSTEMS WILL USE ADDITIONAL FUNDS EFFECTIVELY. THE FOCUS OF THE STUDY IS ON SCHOOL DISTRICT CHOICES AMONG RESOURCE INPUTS. AN ATTEMPT IS MADE TO DETERMINE HOW MUCH OF ANY INCREMENT IN A SCHOOL DISTRICT'S BUDGET TENDS TO BE USED (A) TO INCREASE THE TEACHER-PUPIL RATIO, (B) TO RAISE THE TEACHERS' SALARY SCHEDULE, (C) TO HIRE TEACHERS WITH MORE EXPERIENCE AND TRAINING, (D) TO PAY FOR PROFESSIONAL PERSONNEL OTHER THAN TEACHERS, AND (E) TO PURCHASE OTHER RESOURCES. VARIATIONS IN RESOURCE ALLOCATION PATTERNS AMONG DISTRICTS WITH DIFFERENT SOCIOECONOMIC CHARACTERISTICS ARE ALSO EXAMINED. THE STUDY DOES NOT ADDRESS THE QUESTIONS OF HOW RESOURCES ARE USED WITHIN THE SCHOOLS OR OF THE EXTENT TO WHICH DIFFERENT CATEGORIES OF CHILDREN IN A SCHOOL DISTRICT ARE LIKELY TO BENEFIT FROM INCREMENTAL RESOURCES. (AUTHOR)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
EDUCATIONAL FINANCE
EXPENDITURE PER STUDENT
RESOURCE ALLOCATIONS
STATISTICAL ANALYSIS
TEACHER BACKGROUND
TEACHING EXPERIENCE
BUDGETING
ELEMENTARY SECONDARY EDUCATION
PERSONNEL POLICY
SCHOOL DISTRICT SPENDING
STUDENT TEACHER RATIO
TEACHER SALARIES

IDENTIFIERS

MICHIGAN

EDRS PRICE MF-$0.83 HC-$7.35 PLUS POSTAGE

DCB 4.101 FISCAL YEAR

REPORT NUMBER ED017077

TITLE INVESTIGATION OF FISCALLY INDEPENDENT AND DEPENDENT CITY SCHOOL DISTRICTS.

AUTHOR(S) GITTELL, MARILYN; AND OTHERS

SOURCE CITY UNIV. OF NEW YORK, N.Y. RESEARCH FOUNDATION

NOTE 455 P.

PUB DATE 67

ABSTRACT

A TWO-PART COMPARATIVE ANALYSIS IS MADE OF LARGE AND SMALL CITY SCHOOL SYSTEMS. PART 1 ANALYZES A WIDE RANGE OF FISCAL AND NON-FISCAL VARIABLES ASSOCIATED WITH FISCAL STATUS OF CITY SCHOOL SYSTEMS. IT COVERS THE 2,788 CITY SCHOOL DISTRICTS IN THE UNITED STATES WITH ENROLLMENTS OVER 3,000. COMPLEX INTERRELATIONSHIPS SURROUNDING FISCAL STATUS IN COMMUNITY AND GOVERNMENTAL RELATIONSHIPS ARE IDENTIFIED. THE STUDY ALSO IDENTIFIES APPROPRIATE COMBINATIONS OF POLITICAL AND FISCAL CONTROLS FOR DISTRICTS OF VARYING SIZE. THE COMBINATION OF FISCAL INDEPENDENCE, PUBLIC VOTE, AND SCHOOL BOARD ELECTIONS IS FOUND TO BE FAVORABLE FOR ADEQUATE FINANCING. PART II PROBES INTENSIVELY INTO THE FISCAL AND ADMINISTRATIVE OPERATIONS OF SIX LARGE CITY SCHOOL SYSTEMS (BALTIMORE, CHICAGO, DETROIT, NEW YORK, PHILADELPHIA, AND ST. LOUIS) TO IDENTIFY THE CONDITIONING ROLE OF FISCAL STATUS AND TO DEVELOP A DESIGN FOR FURTHER RESEARCH. IT ALSO MEASURES THE OUTPUTS OF INNOVATION AND FLEXIBILITY AS REFLECTIVE OF THE ABILITY OF A SCHOOL SYSTEM TO RESPOND TO CHANGING NEEDS. SERIOUS DOUBTS OF THE SIGNIFICANCE OF FISCAL STATUS AS A DETERMINATIVE FACTOR FOR LARGE SYSTEMS ARISE FROM THIS STUDY, AND SUGGESTIONS ARE MADE FOR AN APPROACH TO FURTHER RESEARCH USING INNOVATION AS AN OUTPUT IN A MODEL WITH ADMINISTRATIVE CHANGE, COMMUNITY PARTICIPATION, AND FISCAL RESOURCES AS INPUTS. (HW)

DESCRIPTORS

ADMINISTRATIVE POLICY
BUDGETS
COMMUNITY INVOLVEMENT
EDUCATIONAL FINANCE
FEDERAL AID
FINANCIAL PROBLEMS
RESOURCE ALLOCATIONS
SCHOOL SIZE
STATISTICAL ANALYSIS
BOARDS OF EDUCATION
CIVIL RIGHTS
EDUCATIONAL CHANGE
EDUCATIONAL INNOVATION
FINANCIAL POLICY
POLICY FORMATION
SCHOOL DISTRICTS
STATE SCHOOL DISTRICT RELATIONSHIP
URBAN SCHOOLS

IDENTIFIERS

NEW YORK CITY

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DCB 4.101 FISCAL YEAR

REPORT NUMBER ED021336

TITLE THE RELATIONSHIP OF SOCIOECONOMIC FACTORS, EDUCATIONAL LEADERSHIP PATTERNS AND ELEMENTS OF COMMUNITY POWER STRUCTURE TO LOCAL SCHOOL FISCAL POLICY. FINAL REPORT.

AUTHOR(S) JOHNS, ROE L.; KIMBROUGH, RALPH B.

SOURCE FLORIDA UNIV., GAINESVILLE. COLL. OF EDUCATION

NOTE 247 P.

PUB DATE MAY 68

ABSTRACT

IN A STUDY OF THE CRITICAL FACTORS AFFECTING LOCAL DECISION MAKING ON SCHOOL FISCAL POLICY, SOCIOECONOMIC FACTORS, EDUCATIONAL LEADERSHIP, AND COMMUNITY POWER STRUCTURE WERE RELATED TO ONE ANOTHER AND TO LOCAL FINANCIAL EFFORT IN RELATION TO ABILITY. THE STUDY INCLUDED 122 SCHOOL DISTRICTS OF 20,000 POPULATION AND ABOVE LOCATED IN THE STATES OF FLORIDA, GEORGIA, KENTUCKY, AND ILLINOIS. TWENTY-FOUR DISTRICTS (THREE HIGH AND THREE LOW EFFORT DISTRICTS FROM EACH STATE) WERE SELECTED FOR INTENSIVE STUDY. THE 12 MAJOR HYPOTHESES TESTED DEALT WITH CONSISTENCY OF LOCAL SCHOOL FISCAL POLICY, THE RELATIONSHIP OF SOCIOECONOMIC FACTORS AND KINDS OF COMMUNITY POWER STRUCTURES TO EFFORT, AND THE CHARACTERISTICS OF COMMUNITY LEADERS AND VOTER BEHAVIOR IN COMPETITIVE AND NONCOMPETITIVE POWER STRUCTURES. PRINCIPAL FINDINGS INCLUDED: (1) MOST SCHOOL DISTRICTS FOLLOWED CONSISTENTLY HIGH OR LOW EFFORT PATTERNS THROUGHOUT THE 18 YEARS STUDIED, (2) THERE WAS NO CONSISTENT RELATIONSHIP BETWEEN SOCIOECONOMIC FACTORS AND FINANCIAL EFFORT, (3) LOW FINANCIAL EFFORT DISTRICTS TENDED TO HAVE NONCOMPETITIVE POWER STRUCTURES, AND (4) LOW EFFORT, NONCOMPETITIVE DISTRICTS TENDED TO HAVE CLOSED SOCIAL SYSTEMS WITH POLITICALLY LESS ACTIVE VOTERS. (AUTHOR/JK)

DESCRIPTORS

BOARDS OF EDUCATION
COMMUNITY LEADERS
DECISION MAKING
FINANCIAL POLICY
LEADERSHIP STYLES
SCHOOL BUDGET ELECTIONS
SCHOOL SUPERINTENDENTS
STATISTICAL ANALYSIS
COMMUNITY ATTITUDES
COMMUNITY SUPPORT
EDUCATIONAL FINANCE
FINANCIAL SUPPORT
POWER STRUCTURE
SCHOOL DISTRICTS
SOCIOECONOMIC INFLUENCES
TEACHERS

IDENTIFIERS

FLORIDA
ILLINOIS
GEORGIA
KENTUCKY

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DCB 4.101 FISCAL YEAR

REPORT NUMBER ED023152

TITLE NEW LIGHT ON THE SIZE QUESTION

AUTHOR(S) VINCENT, WILLIAM S.

SOURCE COLUMBIA UNIV., NEW YORK. INST. OF ADMINISTRATIVE RESEARCH

NOTE 7 P.

PUB DATE FEB 66

ABSTRACT

THE EFFECTS OF SCHOOL SIZE, FISCAL INDEPENDENCE, FISCAL DEPENDENCE, PUBLIC VOTE, AND TAX LIMITATION ON 11 MEASURES OF EDUCATIONAL QUALITY ARE INVESTIGATED. DATA OBTAINED FROM 1,222 CITY SCHOOL DISTRICTS ARE ANALYZED STATISTICALLY. THE DATA SUBSTANTIATE THE CONCLUSIONS OF PREVIOUS OBSERVERS THAT EXCESSIVE SCHOOL DISTRICT SIZE REDUCES THE EFFECTIVENESS OF ADMINISTRATION IN DEVELOPING AND MAINTAINING AN ADEQUATE PROGRAM OF EDUCATION. THE CRITICAL POINT OF SIZE VARIES SOMEWHAT DEPENDING UPON THE QUALITY FACTOR IN QUESTION. THE MAJOR CONCLUSION IS THAT FISCALLY INDEPENDENT SCHOOL DISTRICTS OUTPERFORM FISCALLY DEPENDENT SCHOOL DISTRICTS. PUBLIC VOTE DISTRICTS EXHIBIT A FISCAL PERFORMANCE THAT IS SUPERIOR BOTH TO DEPENDENT DISTRICTS AND TO INDEPENDENT DISTRICTS WITHOUT PUBLIC VOTE. DISTRICTS WITH A TAX LIMITATION AND FISCALLY DEPENDENT DISTRICTS PERFORM EQUALLY WELL. (HW)

DESCRIPTORS

BOARDS OF EDUCATION
EXPENDITURES
SCHOOL BUDGET ELECTIONS
SCHOOL TAXES
EDUCATIONAL QUALITY
FINANCIAL POLICY
SCHOOL DISTRICTS
STUDENT ENROLLMENT

CITATION IAR-RESEARCH BULLETIN; V6 N2 P4-8 FEB 1966

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DCB 4.101 FISCAL YEAR

REPORT NUMBER ED051580

TITLE INDEPENDENT SCHOOL ADMINISTRATION

AUTHOR(S) SPRINGER, E. LAURENCE

NOTE 158 P.

PUB DATE 67

ABSTRACT

THIS BOOK DEALS WITH THE MANAGEMENT OF PRIVATELY SUPPORTED SCHOOLS AND OFFERS GUIDELINES ON HOW THESE SCHOOLS MIGHT BE OPERATED MORE EFFECTIVELY AND ECONOMICALLY. THE DISCUSSIONS AND CONCLUSIONS ARE BASED ON OBSERVATIONS AND DATA FROM CASE STUDIES OF INDEPENDENT SCHOOL OPERATIONS. THE SUBJECTS DISCUSSED INCLUDE THE ROLE AND ORGANIZATION OF GOVERNING BOARDS, THEIR RELATIONSHIPS TO THE ADMINISTRATIVE HEAD OF THE SCHOOL, THE ADMINISTRATIVE STRUCTURE AND ARRANGEMENTS FOR INTERNAL MANAGEMENT, FINANCIAL PLANNING AND CONTROLS OVER EXPENDITURES, AND SOUND BUSINESS PRACTICES. ALSO DISCUSSED ARE (1) THE ROLE OF THE FACULTY, (2) THE PROBLEM OF ADEQUATE COMPENSATION FOR THE TEACHING STAFF, (3) THE RELATIONSHIPS WITH THE ALUMNI AND THE PUBLIC, AND (4) THE PROBLEMS OF FUND RAISING. APPENDIXES INCLUDE SAMPLE MAINTENANCE FORMS AND AN EXCERPT OF PROFESSIONAL STANDARDS COVERING RELATIONSHIPS BETWEEN SCHOOL HEADS AND BOARDS OF TRUSTEES. (AUTHOR/JF)

DESCRIPTORS

ADMINISTRATION
BOARDS OF EDUCATION
DATA PROCESSING
GOVERNANCE
MANAGEMENT
PRIVATE FINANCIAL SUPPORT
PUBLIC RELATIONS
SCHOLARSHIP FUNDS
TEACHER SALARIES
ALUMNI
BUDGETING
FINANCIAL POLICY
HEALTH SERVICES
PRINCIPALS
PRIVATE SCHOOLS
PURCHASING
SCHOOL MAINTENANCE

AVAILABILITY: HARPER & ROW, PUBLISHERS, INC., 49 EAST 33RD STREET, NEW YORK, N.Y. 10016 ($4.95)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

DCCA 4.102 DEADLINES AND SCHEDULES

REPORT NUMBER ED072530

TITLE SCHOOL DISTRICT GUIDELINES FOR THE EXTENDED SCHOOL YEAR.

SOURCE ARIZONA STATE DEPT. OF EDUCATION, PHOENIX.

NOTE 23 P.

PUB DATE 72

ABSTRACT

THE INTRODUCTION SPELLS OUT THE GENERAL PROVISIONS AND THE DISTRICT INFORMATION RELATIVE TO HOUSE BILL 2019, WHICH PROVIDES A FRAMEWORK FOR DISTRICTS TO OPERATE ON AN EXTENDED SCHOOL YEAR. FIVE GENERAL GUIDELINES ARE THEN PROVIDED THAT GIVE THE CHRONOLOGICAL STEPS TO BE TAKEN TO IMPLEMENT AN EXTENDED YEAR PROGRAM FROM LETTER OF INTENT TO STATE DEPARTMENT ASSISTANCE IN EVALUATING THE OPERATION DURING ITS FIRST YEAR. THE NEXT SECTION IS GIVEN OVER TO A 6-POINT GUIDELINE THAT CONCERNS THE FINANCIAL ASPECTS OF THE PROGRAM IMPLEMENTATION. SAMPLES OF APPLICATION AND BUDGET FORMS ARE PROVIDED. (AUTHOR)

DESCRIPTORS

BOARDS OF EDUCATION
EVALUATION
FINANCIAL POLICY
PUBLIC SCHOOLS
STATE AID
STATE LEGISLATION
EDUCATIONAL LEGISLATION
EXTENDED SCHOOL YEAR
GUIDELINES
SCHOOL DISTRICTS
STATE DEPARTMENTS OF EDUCATION

IDENTIFIERS

ARIZONA

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DCG 4.106 PERIODIC BUDGET RECONCILIATION

REPORT NUMBER ED109734

TITLE SCHOOL BUDGET SEMINARS.

SOURCE NEW YORK STATE SCHOOL BOARDS ASSOCIATION, ALBANY.

NOTE 43 P.; A COMPILATION OF THE PRESENTATIONS MADE AT THE SEMINARS HELD IN JANUARY AND FEBRUARY 1975

PUB DATE 75

ABSTRACT

THIS REPORT IS A COMPILATION OF THE PRESENTATIONS MADE AT THREE NEW YORK STATE SCHOOL BOARDS ASSOCIATION SEMINARS ON SCHOOL BUDGETS. THE PROGRAMS CONSISTED OF PRESENTATIONS ON THE RELATIONSHIP OF THE SCHOOL DISTRICT'S PROGRAM TO THE BUDGET AND TO BUDGET DEVELOPMENT, TIMETABLE, CONTROL, AND PRESENTATION, AS WELL AS TO OTHER CONSIDERATIONS SUCH AS RESERVE FUNDS, BUDGET TRANSFERS, INTERNAL AUDITING, AND CONTINGENCY BUDGETS. (IRT)

DESCRIPTORS

BIDS
BUDGETING
EDUCATIONAL FINANCE
ELEMENTARY SECONDARY EDUCATION
MONEY MANAGEMENT
SCHOOL ACCOUNTING
BOARDS OF EDUCATION
BUDGETS
EDUCATIONAL PLANNING
EXPENDITURES
PURCHASING
SUPERINTENDENTS

IDENTIFIERS

NEW YORK

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DD 4.20 STATE AND FEDERAL AID ELIGIBILITY DETERMINATES

REPORT NUMBER ED067661

TITLE EDUCATORS, PUBLISHERS, AND FEDERAL POLICY

AUTHOR(S) MARLAND, S. P., JR.

NOTE 16 P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE ASSN. OF AMERICAN PUBLISHERS (BERMUDA, MAY 1972)

PUB DATE MAY 72

ABSTRACT

THIS IS A PRESENTATION OF CURRENT AND FUTURE GOVERNMENT POLICY CONCERNING THE ROLE THAT THE GOVERNMENT WILL PLAY WIHT RESPECT TO DEVELOPMENT, FINANCIAL SUPPORT, PUBLICATION, AND DISTRIBUTION OF EDUCATIONAL MATERIAL TO SCHOOLS. PUBLISHERS AND EDUCATORS ARE URGED TO CHALLENGE THE VALUE AND USEFULNESS OF EXISTING MATERIALS AND TO IMPROVE THESE IN THE SWIFTLY CHANGING EDUCATIONAL SCENE. DIFFERENT KINDS OF PUBLISHERS ARE ATTRACTED TO DIFFERENT KINDS OF PRODUCTS. NEW EMPHASIS INFORMATION GAINED FROM FEDERALLY SUPPORTED RESEARCH PROJECTS; LIBERALIZED COPYRIGHT POLICIES; SELECTION OF PUBLISHERS; ROYALTY SHARING AGREEMENTS; PROMOTION OF PRODUCTS WITHOUT UNDULY FAVORABLE TREATMENT; FINANCIAL SUPPORT AVAILABLE TO TRY OUT PROMISING PROGRAMS IN SOLUTION OF EDUCATIONAL PROBLEMS. PAS (PUBLISHERS ALERT SERVICE) IS TO PROVIDE EARLY ALERT FOR EQUAL ACCESS TO INFORMATION ON FEDERALLY SUPPORTED RESEARCH AND DEVELOPMENT PRODUCTS UNDER DEVELOPMENT, FOR WHICH ARRANGEMENTS WITH PUBLISHERS ARE BEING SOUGHT. DISTRIBUTION OF THIS ALERT MAY BE THROUGH TRADE ASSOCIATIONS. (GR)

DESCRIPTORS
EDUCATIONAL POLICY
FEDERAL AID
FINANCIAL SUPPORT
INSTRUCTIONAL MATERIALS
PUBLISHING INDUSTRY
SPEECHES
EDUCATIONAL RESEARCH
FEDERAL GOVERNMENT
INFORMATION DISSEMINATION
MATERIAL DEVELOPMENT
RESEARCH

IDENTIFIERS
PAS
PUBLISHERS ALERT SERVICE

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

DD 4.20 STATE AND FEDERAL AID ELIGIBILITY DETERMINATES

REPORT NUMBER ED077105

TITLE LEVELS OF STATE AID RELATED TO STATE RESTRICTIONS ON LOCAL SCHOOL DISTRICT DECISION-MAKING.

AUTHOR(S) LEVIN, BETSY; AND OTHERS

SOURCE URBAN INST., WASHINGTON, D.C.

NOTE 35 P.

PUB DATE FEB 73

ABSTRACT

ONE OF THE MOST FREQUENTLY-VOICED CONCERNS IN THE GROWING DEBATE OVER EDUCATION FINANCE REFORM INVOLVES THE ISSUE OF AUTONOMY OF LOCAL SCHOOL GROUPS. ACADEMICS, SCHOOL DISTRICT SUPERINTENDENTS, LEGISLATORS, PARENTS' GROUPS, AND TEACHERS HAVE ALL EXPRESSED THE VIEW THAT INCREASED STATE AID TO EDUCATION INEVITABLY WILL BRING STATEWIDE REGULATIONS AND REDUCE LOCAL CONTROL. THIS PRELIMINARY STUDY SUGGESTS THAT THERE IS NO RELATIONSHIP BETWEEN THE DEGREE OF STATE CONTROL AND THE PROPORTION OF STATE AID. IN TEN STATES WITH DIFFERENT LEVELS OF STATE AID, 11 DIMENSIONS OF STATE CONTROL OVER LOCAL SCHOOL BOARD DECISIONMAKING ARE EXAMINED, INCLUDING CURRICULAR REQUIREMENTS; BUDGETARY AND TAXING RESTRICTIONS; STATE REGULATION OF FEDERAL PROGRAMS; REGULATIONS AFFECTING PERSONNEL; AND REGULATIONS CONCERNING DISTRICT FORMATION, ANNEXATION, AND CONSOLIDATION. THE STUDY ALSO INCLUDES A LESS DETAILED ANALYSIS OF THE RELATIONSHIP AMONG THE RATE AT WHICH INNOVATIVE EDUCATIONAL PRACTICES WERE ADOPTED IN A STATE, THE DEGREE OF STATE CONTROLS, AND THE LEVEL OF STATE AID. TENTATIVE FINDINGS INDICATE LITTLE CORRELATION BETWEEN THE DEGREE OF STATE CONTROL AND THE RATE AT WHICH INNOVATIONS ARE ADOPTED, BUT A POSITIVE RELATIONSHIP BETWEEN THE ASSUMPTION BY THE STATE OF A LARGER SHARE OF TOTAL NONFEDERAL EDUCATION SUPPORT AND A HIGH RATE OF INNOVATION. (AUTHOR)

DESCRIPTORS

BOARDS OF EDUCATION
EDUCATIONAL FINANCE
EXPENDITURE PER STUDENT
RESEARCH
STATE AID
STATE SCHOOL DISTRICT RELATIONSHIP
CORRELATION
EDUCATIONAL INNOVATION
POLICY FORMATION
SCHOOL DISTRICT AUTONOMY
STATE LAWS

AVAILABILITY: PUBLICATIONS OFFICE, THE URBAN INSTITUTE, 2100 M STREET, N.W., WASHINGTON, D.C. 20037 (ORDER NO. URI-36000, $1.00)

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DD 4.20 STATE AND FEDERAL AID ELIGIBILITY DETERMINATES

REPORT NUMBER ED071170

TITLE MODERNIZING SCHOOL GOVERNANCE FOR EDUCATIONAL EQUALITY AND DIVERSITY. A STUDY.

AUTHOR(S) COOK, PAUL W., JR.

SOURCE MASSACHUSETTS ADVISROY COUNCIL ON EDUCATION, BOSTON.; MASSACHUSETTS UNIV., AMHERST.

NOTE 178 P.

PUB DATE SEP 72

ABSTRACT

THIS DOCUMENT REPORTS ON STUDY, CONDUCTED BY THE AUTHOR, WHICH FOCUSED ON INVESTIGATING THE PROBLEMS OF THE WAY OUR SCHOOLS ARE FINANCED, THE ARRANGEMENTS FOR DELIVERING EDUCATIONAL RESOURCES TO OUR STUDENTS, THE DEVELOPING PROBLEMS OF COLLECTIVE NEGOTIATIONS, AND THE WAY OUR SCHOOL SYSTEMS ARE ORGANIZED AND INTERRELATED. THE AUTHOR ALSO EXAMINED STATE FUNDING OBLIGATIONS AS THEY RELATE TO EQUALITY OF EDUCATIONAL OPPORTUNITY. BASED ON STUDY FINDINGS, THE AUTHOR RECOMMENDS THAT THE STATE OF MASSACHUSETTS (1) REDEFINE SCHOOL DISTRICT TASKS, REMOVING THE MORE UNMANAGEABLE ONES; (2) MANDATE STAFFING LEVELS IN ORDER TO REMOVE A MAJOR MANIFESTATION OF INEQUALITY; (3) ADOPT STATEWIDE APPROACHES TO THE DETERMINATION OF APPROPRIATE SALARY LEVELS; AND (4) PROVIDE MORE SUPPORT FOR DISTRICT MANAGEMENT THROUGH POLICY GUIDANCE AND THROUGH ENCOURAGEMENT OF VOLUNTARY REGIONAL ASSOCIATIONS. APPENDIXES CONTAIN SAMPLE STUDY QUESTIONNAIRES AND EXPLAIN THE RESEARCH METHODOLOGY. A RELATED DOCUMENT IS EA 004 756. (JF)

DESCRIPTORS

BOARDS OF EDUCATION
EQUAL EDUCATION
GOVERNANCE
PROPERTY TAXES
REGIONAL PROGRAMS
STATE ACTION
STATE BOARDS OF EDUCATION
SUPERINTENDENTS
COLLECTIVE NEGOTIATION
EQUALIZATION AID
INSTRUCTIONAL STAFF
REGIONAL COOPERATION
SCHOOL DISTRICTS
STATE AID
STATE SCHOOL DISTRICT RELATIONSHIP

EDRS PRICE MF-$0.75 HC-$9.00 PLUS POSTAGE

DD 4.20 STATE AND FEDERAL AID ELIGIBILITY DETERMINATES

REPORT NUMBER ED071169

TITLE MODERNIZING SCHOOL GOVERNANCE FOR EDUCATIONAL EQUALITY AND DIVERSITY. SUMMARY REPORT.

AUTHOR(S) COOK, PAUL W., JR.

SOURCE MASSACHUSETTS ADVISORY COUNCIL ON EDUCATION, BOSTON.; MASSACHUSETTS UNIV., AMHERST.

NOTE 34 P.

PUB DATE SEP 72

ABSTRACT

THIS PAMPHLET SUMMARIZES A STUDY MADE BY THE AUTHOR, WHICH FOCUSED ON INVESTIGATING THE PROBLEMS OF THE WAY OUR SCHOOLS ARE FINANCED, THE ARRANGEMENTS FOR DELIVERING EDUCATIONAL RESOURCES TO OUR STUDENTS, THE DEVELOPING PROBLEMS OF COLLECTIVE NEGOTIATIONS, AND THE WAY OUR SCHOOL SYSTEMS ARE ORGANIZED AND INTERRELATED. THE AUTHOR ALSO EXAMINED STATE FUNDING OBLIGATIONS AS THEY RELATE TO EQUALITY OF EDUCATIONAL OPPORTUNITY. AS A RESULT OF HIS STUDY FINDINGS, THE AUTHOR RECOMMENDS THAT THE STATE OF MASSACHUSETTS (1) REDEFINE SCHOOL DISTRICT TASKS, REMOVING THE MORE UNMANAGEABLE ONES; (2) MANDATE STAFFING LEVELS IN ORDER TO REMOVE A MAJOR MANIFESTATION OF INEQUALITY; (3) ADOPT STATEWIDE APPROACHES TO THE DETERMINATION OF APPROPRIATE SALARY LEVELS; AND (4) PROVIDE MORE SUPPORT FOR DISTRICT MANAGEMENT THROUGH POLICY GUIDANCE AND THROUGH ENCOURAGEMENT OF VOLUNTARY REGIONAL ASSOCIATIONS. A RELATED DOCUMENT IS EA 004 757. (JF)

DESCRIPTORS
BOARDS OF EDUCATION
EQUAL EDUCATION
EQUALIZATION AID
GOVERNANCE
INSTRUCTIONAL STAFF
PROPERTY TAXES
REGIONAL COOPERATION
REGIONAL PROGRAMS
SCHOOL DISTRICTS
STATE ACTION
STATE AID
STATE BOARDS OF EDUCATION
STATE SCHOOL DISTRICT RELATIONSHIP
SUPERINTENDENTS

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

DD 4.20 STATE AND FEDERAL AID ELIGIBILITY DETERMINATES

REPORT NUMBER ED058493

TITLE BIG CITY SCHOOLS IN AMERICA: THE VIEWS OF SUPERINTENDENTS AND SCHOOL BOARD PRESIDENTS.

AUTHOR(S) KENNEDY, JOSEPH C.

SOURCE BATTLE (MARK) ASSOCIATES, INC.; PRESIDENT'S COMMISSION ON SCHOOL FINANCE, WASHINGTON, D.C.

NOTE 66 P.

PUB DATE 71

ABSTRACT

ATTITUDES OF THE SUPERINTENDENTS AND SCHOOL BOARD OFFICIALS OF 25 MAJOR CITIES CONCERNING THE OPERATION OF THEIR SCHOOLS WERE DETERMINED. IN LENGTHY DISCUSSIONS, THESE OFFICIALS OBSERVED THAT BIG CITY SCHOOLS NEED MASSIVE FINANCIAL ASSISTANCE FROM STATE AND FEDERAL GOVERNMENTS, SINCE THE LOCAL PROPERTY TAX AS A BASE IS INADEQUATE, AND BECAUSE THE RAISING OF LOCAL TAXES WOULD HASTEN THE FLIGHT TO THE SUBURBS. THESE ADMINISTRATORS ARE ALSO CONVINCED THAT, FOR URBAN SCHOOLS TO RECEIVE THEIR 'FAIR SHARE,' FEDERAL AID MUST BYPASS STATE AND MUNICIPAL AGENCIES AND COME DIRECTLY TO THE URBAN SCHOOL SYSTEMS. THEY ALSO ADVOCATE 'MORE THAN EQUAL' AMOUNTS OF MONEY TO PROVIDE EQUAL EDUCATIONAL OPPORTUNITY FOR ALL CHILDREN; SEE RACIAL INTEGRATION AS A LARGE PROBLEM FACING BIG CITY SCHOOLS; CONSIDER EDUCATION VOUCHERS A THREAT TO INTEGRATION EFFORTS, AND FAVOR METROPOLITANISM AS AN INTEGRATION METHOD. THESE OFFICIALS URGE DECENTRALIZATION OF BIG CITY SCHOOL SYSTEMS INCLUSIVE OF COMMUNITY PARTICIPATION, BUT EXCLUSIVE OF COMMUNITY CONTROL OF SCHOOLS. THEY OPPOSE THE USE OF PUBLIC FUNDS FOR ASSISTANCE TO NONPUBLIC SCHOOLS. (FOR RELATED DOCUMENT, SEE ED 058 473.) (AUTHOR/JF)

DESCRIPTORS

BOARDS OF EDUCATION
EDUCATIONAL FINANCE
EDUCATION VOUCHERS
FEDERAL AID
PERFORMANCE CONTRACTS
STATE AID
SUPERINTENDENTS
URBAN EDUCATION
DISADVANTAGED YOUTH
EDUCATIONAL INNOVATION
EQUAL EDUCATION
INNER CITY
SCHOOL TAXES
STATE CHURCH SEPARATION
TAX ALLOCATION

EDRS PRICE MF-$0.75 HC-$3.15 PLUS POSTAGE

DD 4.20 STATE AND FEDERAL AID ELIGIBILITY DETERMINATES

REPORT NUMBER ED012972

TITLE THE STRENGTH OF A SPARROW.

AUTHOR(S) HOWE, HAROLD, II

NOTE 16 P.

PUB DATE 22 SEP 67

ABSTRACT

UNEQUAL DISTRIBUTION IN SOME STATES OF STATE TAX MONIES FOR SCHOOLS HAS RESULTED IN A MUCH HIGHER PROPORTIONATE FUNDING FOR SUBURBAN SCHOOLS THAN URBAN SCHOOLS. THIS FISCAL INEQUITY IS DUE TO EXCESSIVE RELIANCE UPON THE NUMBER OF DOLLARS OF ASSESSED VALUE BEHIND EACH STUDENT IN THE DISTRICT AND TO FAILURE BY THE STATES TO RECOGNIZE THE DISPROPORTIONATE EXTENT OF A CITY'S OBLIGATIONS TO PROVIDE MUNICIPAL NONSCHOOL SERVICES. FEDERAL GOVERNMENT EDUCATIONAL SUPPORT ASSISTS IN THE CORRECTION OF THIS IMBALANCE BY PROVIDING (1) ADDITIONAL MONEY FOR SERVICES FOR ALL SCHOOL CHILDREN AND (2) SPECIAL EDUCATIONAL SERVICES FOR THE CULTURALLY DEPRIVED CHILD, OTHERWISE HEADED FOR FAILURE. PITTSBURGH'S SUCCESS IN IMPROVING ITS FINANCIAL SUPPORT AND EDUCATIONAL PROGRAM WAS ACHIEVED BY AN APPOINTED BOARD OF EDUCATION WHICH ENJOYED BROAD PUBLIC SUPPORT OF CITY BUSINESS, MINORITY, AND INTELLECTUAL COMMUNITIES. BOTH A MORE REALISTIC PERCEPTION OF THE ROLE OF THE SCHOOL IN THE COMMUNITY AND A SYSTEMATIC COORDINATION OF ALL POSSIBLE RESOURCES ARE NEEDED. SEVEN NEW APPROACHES TO OLD PROBLEMS ARE MADE, INCLUDING (1) CONSORTIUMS WITH OPEN ENROLLMENT FOR JUNIOR AND SENIOR HIGH SCHOOL STUDENTS, (2) INDIVIDUAL SCHEDULING FOR ACHIEVING AS WELL AS NONACHIEVING STUDENTS, AND (3) INVOLVEMENT OF PARENTS AS AIDES AND PARTICIPANTS IN THE SCHOOL'S DECISIONMAKING PROCESS. THIS PAPER WAS PRESENTED AT THE URBAN SCHOOLS CONFERENCE (WASHINGTON, D.C., SEPTEMBER 22, 1967). (JK)

DESCRIPTORS
BOARDS OF EDUCATION
COMMUNITY SUPPORT
INNOVATION
PARENT PARTICIPATION
SCHOOL DISTRICTS
STATE AID
TAX ALLOCATION
URBAN SCHOOLS
COMMUNITY INVOLVEMENT
FEDERAL AID
OPEN ENROLLMENT
SCHOOL COMMUNITY RELATIONSHIP
SCHOOL ROLE
STUDENT TEACHER RATIO
TAX SUPPORT
WORK STUDY PROGRAMS

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

REPORT NUMBER ED002625

TITLE SPECIAL PROBLEMS IN FINANCING RURAL EDUCATION.

AUTHOR(S) HORNBOSTEL, VICTOR O.

SOURCE NATIONAL COMMITTEE FOR CHILDREN AND YOUTH, WASHINGTON, D.C.

NOTE 12 P.

PUB DATE SEP 63

ABSTRACT

SPARSITY OF POPULATION, A MIGRATORY POPULATION, AND AN ETHNIC POPULATION INFLUENCE THE RISING COSTS OF RURAL EDUCATION. AN IMPORTANT GOAL IN FINANCING RURAL EDUCATION IS TO PROVIDE LOCAL SCHOOL BOARDS WITH THE FLEXIBILITY NECESSARY TO MEET ANY FINANCIAL NEEDS THAT ARISE. LOCAL SCHOOL SUPPORT COMES MAINLY FROM PROPERTY TAX, STATE SCHOOL SUPPORT FROM REVENUE ON SALES AND INCOME TAXES, AND FEDERAL SUPPORT FROM INCOME TAX REVENUE. STATES ALLOCATE SUPPORT TO LOCAL SCHOOLS BY GRANTING A GIVEN AMOUNT PER PUPIL OR PER CLASSROOM FOR ALL SCHOOL PURPOSES, BY BASING THE GRANT ON THE WEALTH OF THE LOCAL SCHOOL DISTRICT, AND BY BASING THE GRANT ON A FIXED SUM FOR ALL SCHOOL DISTRICTS. STATE AID SYSTEMS CONSIST OF VARIOUS COMBINATIONS OF THESE PRINCIPLES. ADJUSTMENT IN STATE AID FOR SPARSITY OF SCHOOL POPULATION, AID FOR TRANSPORTATION, AND AID FOR BUILDINGS CAN ALL BE ACCOMMODATED WITHIN THIS FRAMEWORK. LOCAL SCHOOL BOARDS SHOULD HAVE THE DECISION-MAKING POWER IN REGARD TO THE SCHOOL PROGRAM BACKED BY THE PROMISE OF SUFFICIENT FINANCIAL SUPPORT TO PUT THE PROGRAM INTO PRACTICE.

DESCRIPTORS

BOARDS OF EDUCATION
ETHNIC DISTRIBUTION
RURAL EDUCATION
STATE AID
EDUCATIONAL FINANCE
MIGRATION PATTERNS
SCHOOL SUPPORT

IDENTIFIERS

DISTRICT OF COLUMBIA

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

DF 4.40 REVENUES also, DFD 4.405

REPORT NUMBER EJ058972

TITLE TAKE THESE SIX STEPS TO PASS A BOND ISSUE

AUTHOR(S) HARRISON, CHARLES H.

PUB DATE JUN 72

DESCRIPTORS

ADMINISTRATIVE PRINCIPLES	BOND ISSUES
EDUCATIONAL FINANCE	SCHOOL ADMINISTRATION
VOTING	

CITATION NATION'S SCHOOLS; 89; 6; 56

DF 4.40 REVENUES also, DD 4.20

REPORT NUMBER EJ071479

TITLE WHAT REVENUE SHARING MEANS TO EDUCATION

AUTHOR(S) ALFORD, ALBERT L.

PUB DATE JAN-FEB 73

DESCRIPTORS

EDUCATIONAL POLICY	FEDERAL LEGISLATION
FINANCIAL SUPPORT	HIGHER EDUCATION
SCHOOL SUPPORT	SCHOOLS
STATE FEDERAL SUPPORT	STATISTICAL DATA

CITATION AMERICAN EDUCATION; 9; 1; 4-7

DF 4.40 REVENUES also, GBRIB 7.706 and H 8.0

REPORT NUMBER EJ124122

TITLE ABOUT TAXES AND SCHOOL SUPPORT...

AUTHOR(S) HILL, FREDERICK W.

PUB DATE SEP 75

ABSTRACT

VIEWS ARE EXPRESSED ABOUT THE NEED FOR A MULTIFACETED WEIGHTING SYSTEM OF TAXATION, COURT DECISIONS ABOUT LABOR CONTRACTS, AND A 'SICK LEAVE BANK' AS A FRINGE BENEFIT IN BARGAINING GROUPS. (AUTHOR/MLF)

DESCRIPTORS

TAXES
 EQUAL EDUCATION
 COURT LITIGATION
 LEAVE OF ABSENCE
EDUCATIONAL FINANCE
FRINGE BENEFITS
COLLECTIVE BARGAINING

CITATION AMERICAN SCHOOL AND UNIVERSITY; 48; 1; 47-48

DF 4.40 REVENUES

REPORT NUMBER ED002941

TITLE SCHOOL REVENUE SYSTEMS IN FIVE STATES.

AUTHOR(S) JAMES, H. THOMAS

SOURCE STANFORD UNIV., CALIF. SCHOOL OF EDUCATION

NOTE 155 P.

PUB DATE 31 MAR 61

ABSTRACT

STATE-ADMINISTRATERED, EDUCATIONAL REVENUE SYSTEMS WERE COMPARED IN FIVE STATES TO SYSTEMS IN THE SAME STATES WHICH RELY GREATLY UPON LOCAL DESTRICT PROPERTY TAXES AND VOLUNTARY CONTRIBUTIONS FOR EDUCATIONAL EXPENSES. A PILOT SURVEY COVERED THE STATES OF CALIFORNIA, NEBRASKA, NEW JERSEY, WASHINGTON, AND WISCONSIN, AND WAS DESIGNED TO DETERMINE THE EFFECTIVENESS OF THEIR STATE AND LOCAL EDUCATIONAL FINANCE SYSTEMS IN MEETING THE FISCAL GOALS OF EQUALITY AND EXCELLENCE. THE FIRST PHASE OF THE PROJECT WAS CONCERNED WITH PROCESSES AND MECHANISMS FOR ALLOCATING RESOURCES TO LOCAL UNITS WITHIN THE INSTITUTION OF A STATE SCHOOL SYSTEM, REFERENCING PARTICULARLY THE CONDITIONS OF EQUITY IN ALLOCATION PROCEDURES. SECONDLY, SOME EXPLORATORY EFFORTS WERE DIRECTED TO--(1) THE RELATIONSHIP OF EDUCATIONAL EXPENDITURES IN ONE TIME PERIOD TO NATIONAL PRODUCTIVITY IN A SUBSEQUENT PERIOD, (2) THE EFFECT OF HIGH LEVELS OF ENROLLMENT IN NON-TAX-SUPPORTED SCHOOLS ON THE AVAILABILITY OF RESOURCES FOR PUBLIC SCHOOL SUPPORT, (3) THE EFFECT OF FISCAL DEPENDENCE OR INDEPENDENCE ON PUBLIC SCHOOL SUPPORT, AND (4) THE RELATIONSHIP BETWEEN THE WEALTH OF A DISTRICT AND THE WAY IN WHICH EXPENDITURES ARE DISTRIBUTED AMONG BUDGET LINE ITEMS. OVERALL, ABOUT 320 SEPARATE SCHOOL DISTRICTS WERE STUDIED. THE FINDINGS OF THIS STUDY WERE INCONCLUSIVE, AS ANALYTICAL CROSS-CORRELATIONS MADE FROM THE SURVEY RESULTS REVEALED VARIABLES IN ALMOST EVERY AREA OF EXPLORATION WHICH WARRANTED FURTHER RESEARCH. (JH)

DESCRIPTORS

ADMINISTRATIVE PROBLEMS
COMMUNITY PROBLEMS
EDUCATIONAL FINANCE
PILOT PROJECTS
SCHOOL ADMINISTRATION
SCHOOL FUNDS
STUDENT COSTS
CAPITAL
EDUCATIONAL EQUALITY
FINANCIAL POLICY
PUBLIC SCHOOL SYSTEMS
SCHOOL DISTRICT SPENDING
STATE AID

IDENTIFIERS

CALIFORNIA
STANFORD

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DFA 4.401 LOCAL TAX REVENUES

REPORT NUMBER EJ021446

TITLE REQUEIM FOR A SCHOOL LEVY

AUTHOR(S) YOUNG, BILOINE

PUB DATE MAY 70

ABSTRACT

OBSERVATIONS CONCERNING CITIZEN ATTITUDES TOWARD PUBLIC EDUCATION WHICH CAUSED THE DEFEAT OF TWO SCHOOL TAX LEVIES IN CANTON, OHIO. (MF)

DESCRIPTORS

- BOARDS OF EDUCATION
- EDUCATIONAL INNOVATION
- PUBLIC EDUCATION
- SCHOOL SUPERINTENDENTS
- TAX RATES
- COMMUNITY ATTITUDES
- MIDDLE CLASS
- SCHOOL BUDGET ELECTIONS
- SCHOOL TAXES

CITATION PHI DELTA KAPPAN; 51; 9; 472-475

DFB 4.402 TYPES OF STATE AID

REPORT NUMBER ED013287

TITLE RECONNECTION FOR LEARNING, A COMMUNITY SCHOOL SYSTEM FOR NEW YORK CITY.

AUTHOR(S) BUNDY, MCGEORGE; AND OTHERS

SOURCE MAYORS ADVISORY PANEL ON DECENTRALIZATION OF NEW YORK CITY SCHOOLS.

NOTE 127 P.

PUB DATE 67

ABSTRACT

THIS REPORT (THE BUNDY REPORT) PROPOSES A PLAN FOR THE DECENTRALIZATION OF THE NEW YORK CITY SCHOOL SYSTEM WHICH WOULD ALLOW FOR GREATER COMMUNITY INVOLVEMENT IN SCHOOL POLICY-MAKING AND FOR EDUCATIONAL INNOVATION AND ADMINISTRATIVE FLEXIBILITY. TO ACHIEVE THESE GOALS THE REPORT RECOMMENDS THAT THE SCHOOL SYSTEM BE REORGANIZED INTO A FEDERATION OF 30 TO 60 LARGELY AUTONOMOUS COMMUNITY SCHOOL DISTRICTS AND A CENTRAL EDUCATIONAL AGENCY. THE LOCAL DISTRICTS, WHICH WOULD SERVE BETWEEN 12,000 AND 40,000 PUPILS, WOULD BE RESPONSIBLE FOR ALL 'REGULAR' EDUCATION WITHIN THEIR BOUNDARIES AND WOULD BE GOVERNED BY LOCAL BOARDS COMPOSED OF DISTRICT RESIDENTS CHOSEN BY PARENTS AND THE MAYOR. THE BOARDS WOULD RECEIVE ANNUAL ALLOCATIONS OF OPERATING FUNDS TO BE USED AT THEIR DISCRETION, PROVIDED THAT STATE EDUCATIONAL STANDARDS AND UNION CONTRACT TERMS WERE MET. THE LOCAL BOARDS WOULD DETERMINE THEIR OWN PERSONNEL POLICIES BUT WOULD PRESERVE ALL TENURE RIGHTS OF EXISTING PERSONNEL. THE CENTRAL AGENCY, COMPOSED OF EITHER THREE FULL-TIME MAYORAL APPOINTEES OR A BOARD MADE UP OF MEMBERS NOMINATED BY THE COMMUNITY SCHOOL DISTRICTS, WOULD HAVE AUTHORITY OVER SPECIAL EDUCATIONAL FUNCTIONS AND CITYWIDE POLICIES, WOULD PROVIDE SPECIFIED CENTRALIZED SERVICES, AND WOULD BE RESPONSIBLE FOR ADVANCING RACIAL INTEGRATION. THE STATE EDUCATION COMMISSIONER WOULD RETAIN HIS RESPONSIBILITY FOR MAINTAINING EDUCATIONAL STANDARDS AND ASSURING THAT INTEGATION IS BEING FOSTERED AND FOR OVERSEEING THE TRANSITION TO THE COMMUNITY SCHOOL SYSTEM WHICH WOULD TAKE EFFECT IN 1969. A DRAFT OF THE LEGISLATIVE ACT TO CREATE THE COMMUNITY SCHOOL SYSTEM IS INCLUDED. (NH)

DESCRIPTORS

ADMINISTRATIVE ORGANIZATION
BOARDS OF EDUCATION
COMMUNITY SCHOOLS
EDUCATIONAL LEGISLATION
PARENT PARTICIPATION
PUBLIC SCHOOL SYSTEMS
SCHOOL DISTRICTS
SCHOOL PERSONNEL
SPECIAL SERVICES
UNIONS
BOARD CANDIDATES
COMMUNITY INVOLVEMENT
DECENTRALIZATION
FINANCIAL POLICY
PERSONNEL POLICY
SCHOOL COMMUNITY RELATIONSHIP
SCHOOL INTEGRATION
SCHOOL POLICY
TEACHERS

IDENTIFIERS

MAYORS ADVISORY PANEL ON DECENTRAL NEW YORK CITY

EDRS PRICE MF-$0.75 HC-$6.60 PLUS POSTAGE

DFC 4.403 TYPES OF FEDERAL AID

REPORT NUMBER EJ136102

TITLE FEDS TO GET DOLLAR ACT TOGETHER

AUTHOR(S) FLEMING, JOE W.; ZOLLAR, CAROLYN

PUB DATE SPR 76

ABSTRACT

REPORTS THE EXPECTED IMPACT ON EDUCATION OF THE REVENUE SHARING ACT DUE TO EXPIRE AT THE END OF THE YEAR, AND WHAT SOLUTIONS EDUCATORS AND LEGISLATORS ARE ATTEMPTING TO FIND. (AUTHOR/MLF)

DESCRIPTORS

EDUCATIONAL FINANCE
FEDERAL LEGISLATION
FINANCE REFORM
POST SECONDARY EDUCATION
REVENUE SHARING
FEDERAL AID
ELEMENTARY SECONDARY EDUCATION

CITATION COMPACT; 10; 2; 22-24

DFE 4.405 BOND SALES

REPORT NUMBER ED021322

TITLE TAX LIMITATION AND FISCAL RESPONSIBILITY OF SCHOOL BOARDS.

AUTHOR(S) VINCENT, WILLIAM S.; BERNARDO, CHARLES M.

SOURCE COLUMBIA UNIV., NEW YORK. INST. OF ADMINISTRATIVE RESEARCH.

NOTE 4 P.

PUB DATE NOV 66

ABSTRACT

THE RESULTS OF A STATISTICAL ANALYSIS OF 498 SCHOOL DISTRICTS ARE ANALYZED IN TERMS OF THE FISCAL RESPONSIBILITY OF SCHOOL BOARDS. SINCE A METHOD OF BUDGET APPROVAL IS BEING EXAMINED, THE CRITERION ADOPTED (COMPOSITE FISCAL PERFORMANCE) IS ONE THAT MEASURES THE PERFORMANCE OF THE SCHOOL BOARD IN OBTAINING FUNDS TO OPERATE THE SCHOOLS. COMPOSITE FISCAL PERFORMANCE IS MADE UP OF TEN MEASURES DERIVED FROM NET CURRENT EXPENDITURE PER PUPIL, TEACHERS' SALARIES, AMOUNT RAISED LOCALLY, AND FISCAL GROWTH INDICES. VARIOUS INDEPENDENT VARIABLE INCLUDING FISCAL INDEPENDENCE, FISCAL DEPENDENCE, PUBLIC VOTE IN BUDGET APPROVAL, AND TAX LIMITATION WERE EXAMINED IN RELATION TO COMPOSITE FISCAL PERFORMANCE. THE RESULTS SHOW THAT, IN OBTAINING FUNDS LOCALLY, SCHOOL DISTRICTS WITH FISCALLY INDEPENDENT BOARDS OPERATING WITHOUT TAX LIMITS ARE SUPERIOR TO SCHOOL DISTRICTS WITH FISCALLY DEPENDENT BOARDS OPERATING WITH TAX LIMITS. (HW)

DESCRIPTORS

BOARDS OF EDUCATION
FINANCIAL POLICY
SCHOOL DISTRICTS
TAX EFFORT
BUDGETS
SCHOOL BUDGET ELECTIONS
SCHOOL TAXES

CITATION IAR-RESEARCH BULLETIN; V7 N1 NOV 1966

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

DIDJ 4.70 ACCOUNTING, REPORTING, AND PURCHASING PROCEDURES

REPORT NUMBER ED109734

TITLE SCHOOL BUDGET SEMINARS.

SOURCE NEW YORK STATE SCHOOL BOARDS ASSOCIATION, ALBANY.

NOTE 43 P.; A COMPILATION OF THE PRESENTATIONS MADE AT THE SEMINARS HELD IN JANUARY AND FEBRUARY 1975.

PUB DATE 75

ABSTRACT

THIS REPORT IS A COMPILATION OF THE PRESENTATIONS MADE AT THREE NEW YORK STATE SCHOOL BOARDS ASSOCIATION SEMINARS ON SCHOOL BUDGETS. THE PROGRAMS CONSISTED OF PRESENTATIONS ON THE RELATIONSHIP OF THE SCHOOL DISTRICT'S PROGRAM TO THE BUDGET AND TO BUDGET DEVELOPMENT, TIMETABLES, CONTROL, AND PRESENTATION, AS WELL AS TO OTHER CONSIDERATIONS SUCH AS RESERVE FUNDS, BUDGET TRANSFERS, INTERNAL AUDITING, AND CONTINGENCY BUDGETS. (IRT)

DESCRIPTORS
BIDS
BUDGETING
EDUCATIONAL FINANCE
ELEMENTARY SECONDARY EDUCATION
MONEY MANAGEMENT
SCHOOL ACCOUNTING
BOARDS OF EDUCATION
BUDGETS
EDUCATIONAL PLANNING
EXPENDITURES
PURCHASING
SUPERINTENDENTS

IDENTIFIERS
NEW YORK

EDRS PRICE MF-$0.76 HC-$1.05 PLUS POSTAGE

REPORT NUMBER ED035088

TITLE PRINCIPLES OF PUBLIC SCHOOL ACCOUNTING. STATE EDUCATIONAL RECORDS AND REPORTS SERIES: HANDBOOK II-B

AUTHOR(S) ADAMS, BERT K.; AND OTHERS

SOURCE NATIONAL CENTER FOR EDUCATIONAL STATISTICS (DHEW), WASHINGTON, D.C.

NOTE 279 P.

PUB DATE 67

ABSTRACT

THIS HANDBOOK DISCUSSES THE FOLLOWING PRIMARY ASPECTS OF SCHOOL ACCOUNTING: DEFINITIONS AND PRINCIPLES; OPENING THE GENERAL LEDGER; RECORDING THE APPROVED BUDGET; A SAMPLE MONTH OF TRANSACTIONS; THE BALANCE SHEET, MONTHLY, AND ANNUAL REPORTS; SUBSIDIARY JOURNALS; PAYROLL PROCEDURES; CAFETERIA FUND ACCOUNTING; DEBT SERVICE ACCOUNTING; CONSTRUCTION FUND ACCOUNTING; FIXED ASSETS ACCOUNTING; PROGRAM COST ACCOUNTING; AND MACHINE ACCOUNTING. A GLOSSARY OF 109 TERMS IS INCLUDED. (JK)

DESCRIPTORS

ANNUAL REPORTS
CAPITAL OUTLAY (FOR FIXED ASSETS)
FOOD SERVICE
GUIDELINES
PROGRAM COSTS
SCHOOL ACCOUNTING
BUDGETS
EDUCATIONAL FINANCE
GLOSSARIES
PAYROLL RECORDS
RECORDS (FORMS)
SCHOOL CONSTRUCTION

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVT. PRINTING OFFICE, WASHINGTON, D.C. 20402 (FS 5.222:22025, $1.25)

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DJC 4.708 PAYROLL PROCEDURES

REPORT NUMBER EJ038752

TITLE SOPHISTICATING THE ANTIQUATED TIME CARD

AUTHOR(S) HELIN, E. B.

PUB DATE JUN 71

ABSTRACT

AS A FUNDAMENTAL RESPONSIBILITY OF MANAGEMENT, THE PAYROLL FUNCTION NEEDS ATTENTION. THE COMPUTER NATURALLY HAS AN IMPORTANT ROLE IN THE SOPHISTICATION OF THE TIME CARD. (EDITOR)

DESCRIPTORS

PAYROLL RECORDS
WAGES
RECORDKEEPING

CITATION PERSONNEL JOURNAL; 50; 6; 444-8

DJC 4.708 PAYROLL PROCEDURES

REPORT NUMBER EJ092624

TITLE MAKE YOUR PAYROLL SYSTEM WORK HARDER

AUTHOR(S) SUSSWEIN, HARVEY

PUB DATE FEB 74

DESCRIPTORS

PAYROLL RECORDS
BUDGETS
ADMINISTRATOR GUIDES
COMPUTER PROGRAMS
PERSONNEL MANAGEMENT

CITATION SCHOOL MANAGEMENT; 18; 2; 30-31

DJC 4.708 PAYROLL PROCEDURES

REPORT NUMBER EJ040773

TITLE COMPENSATION OF SCHOOL DISTRICT PERSONNEL

AUTHOR(S) BRUNO, JAMES E.

PUB DATE JUN 71

ABSTRACT

ILLUSTRATION OF SALARY SCHEDULES TO REPLACE THE RIGIDITY OF THE FIXED STEP SALARY SCHEDULE FOR SCHOOL PERSONNEL. (AUTHOR/RA)

DESCRIPTORS
COLLECTIVE NEGOTIATION
PERSONNEL POLICY
SALARIES
TEACHER SALARIES
MATHEMATICAL MODELS
PROGRAMING
SCHOOL PERSONNEL

CITATION MANAGEMENT SCIENCE; 17; 10; B-569-587

DJC 4.708 PAYROLL PROCEDURES

REPORT NUMBER EJ107126

TITLE DEVELOPING COMPETENCY IN PAYROLL PROCEDURES

AUTHOR(S) JACKSON, ALLEN L.

PUB DATE JAN 75

ABSTRACT

THE AUTHOR DESCRIBES A SEQUENCE OF UNITS THAT PROVIDES FOR COMPETENCY IN PAYROLL PROCEDURES. THE UNITS COULD BE THE BASIS FOR A FOUR TO SIX WEEK MINICOURSE AND ARE ADAPTABLE, SO THAT THE STUDENT, UPON COMPLETION, WILL BY ABLE TO APPLY HIS LEARNING TO ANY PAYROLL PROCEDURES SYSTEM. (AUTHOR/AJ)

DESCRIPTORS
OFFICE OCCUPATIONS EDUCATION
PAYROLL RECORDS
COURSE CONTENT
JOB SKILLS
UNITY PLAN
BOOKEEPING
COURSE ORGANIZATION
BUSINESS EDUCATION
SECONDARY EDUCATION
SHORT COURSES

CITATION BUSINESS EDUCATION FORUM; 29; 4; 19-20

DJCB 4.710 SALARY DEDUCTIONS

REPORT NUMBER ED114947

TITLE SALARIES AND FRINGE BENEFITS, CLASSIFIED PERSONNEL, 1974-1975. A STUDY OF THE SALARY AND FRINGE BENEFITS FOR SELECTED CLASSIFIED PERSONNEL IN WESTERN NEW YORK.

SOURCE WESTERN NEW YORK REGIONAL OFFICE FOR EDUCATIONAL PLANNING, CHEEKTOWAGA.

NOTE 72 P.

PUB DATE 75

ABSTRACT

THIS SURVEY IS DESIGNED TO PROVIDE COMPARATIVE INFORMATION FOR CLASSIFIED PERSONNEL IN THE SIX COUNTIES OF WESTERN NEW YORK STATE. DATA COLLECTION WAS MORE DIFFICULT THIS YEAR THAN IN PREVIOUS YEARS BECAUSE OF THE INCREASING LENGTH OF THE NEGOTIATION PROCESS. THIS YEAR 74 OF 89 DISTRICTS SUPPLIED DATA. THIS STUDY INCLUDES TWO FEATURES THAT WERE NOT IN THE 1973-74 REPORT: A PRESENTATION OF 'OTHER POSITIONS' AND A SECTION CONTAINING DEFINITIONS OF FULL-TIME EMPLOYMENT. THE LATTER SECTION HAS BEEN ADDED IN ORDER TO AID SCHOOL DISTRICTS IN ESTABLISHING THEIR DEFINITIONS. A TABLE INCLUDES DEFINITIONS FOR FULL-TIME EMPLOYMENT BY OCCUPATIONAL GROUPINGS BY DISTRICT AS WELL AS A SUMMARY OF MINIMUM, MAXIMUM, AND MODE FOR EACH OCCUPATIONAL GROUPING. THE DATA ARE ARRANGED ALPHABETICALLY ACCORDING TO COUNTY. THE SALARIES AND FRINGE BENEFITS ARE LISTED ACCORDING TO THE CLASSIFICATIONS PRESCRIBED BY THE STATE DEPARTMENT OF EDUCATION AND THE STATE CIVIL SERVICE COMMISSION. CARE SHOULD BE EXERCISED IN COMPARING COMPENSATION FOR SPECIFIC TITLES AMONG DISTRICTS, AS ASSIGNED DUTIES MAY VARY FROM DISTRICT TO DISTRICT. (AUTHOR)

DESCRIPTORS
BOARDS OF EDUCATION
ELEMENTARY SECONDARY EDUCATION
NONPROFESSIONAL PERSONNEL
SALARIES
CLERICAL WORKERS
FRINGE BENEFITS
PARAPROFESSIONAL SCHOOL PERSONNEL

IDENTIFIERS
NEW YORK

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DJCB 4.710 SALARY DEDUCTIONS

REPORT NUMBER	ED114946
TITLE	SALARIES AND FRINGE BENEFITS, CLASSIFIED PERSONNEL, 1973-1974. A STUDY OF THE SALARY AND FRINGE BENEFITS FOR SELECTED CLASSIFIED PERSONNEL IN WESTERN NEW YORK.
SOURCE	WESTERN NEW YORK REGIONAL OFFICE FOR EDUCATIONAL PLANNING, CHEEKTOWAGA.
NOTE	75 P.
PUB DATE	74

ABSTRACT

THIS SURVEY IS DESIGNED TO PROVIDE COMPARATIVE INFORMATION FOR CLASSIFIED PERSONNEL IN THE SIX COUNTIES OF WESTERN NEW YORK STATE. DATA COLLECTION WAS MORE DIFFICULT THAN IN PREVIOUS YEARS BECAUSE OF THE INCREASING LENGTH OF THE NEGOTIATION PROCESS. THIS YEAR 72 (80 PERCENT) OF THE SURVEYED DISTRICTS SUPPLIED DATA. THIS YEAR'S REPORT IS DIFFERENT FROM THE 1972-73 REPORT. DATA ON SALARIES OF BOARD OF EDUCATION PERSONNEL (CLERK, TREASURER, AUDITOR, AND THE LIKE), FORMERLY INCLUDED IN THE PROFESSIONAL PERSONNEL STUDY, NOW APPEAR HERE. ALSO, ADDITIONAL INFORMATION CONCERNING TYPES OF HEALTH INSURANCE PLANS PROVIDED BY EACH SCHOOL DISTRICT IS INCLUDED. THE DATA FOR THE DISTRICTS ARE ARRANGED ALPHABETICALLY ACCORING TO COUNTY. THE SALARIES AND FRINGE BENEFITS ARE LISTED ACCORDING TO THE CLASSIFICATIONS PRESCRIBED BY THE STATE EDUCATION DEPARTMENT AND THE STATE CIVIL SERVICE COMMISSION. CARE SHOULD BE EXERCISED IN COMPARING COMPENSATION FOR SPECIFIC TITLES AMONG DISTRICTS, AS ASSIGNED DUTIES MAY VARY FROM DISTRICT TO DISTRICT. (AUTHOR)

DESCRIPTORS

BOARDS OF EDUCATION
ELEMENTARY SECONDARY EDUCATION
HEALTH INSURANCE
PARAPROFESSIONAL SCHOOL PERSONNEL
CLERICAL WORKERS
FRINGE BENEFITS
NONPROFESSIONAL PERSONNEL
SALARIES

IDENTIFIERS

NEW YORK

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DJCB 4.710 SALARY DEDUCTIONS

REPORT NUMBER ED054515

TITLE MOVING AWAY FROM THE INDEX.

AUTHOR(S) RHODES, ERIC

SOURCE EDUCATIONAL SERVICE BUREAU, INC., WASHINGTON, D.C.

NOTE 46 P.

PUB DATE 70

ABSTRACT

INDEX SALARY SCHEDULING, NOW IN EFFECT IN MANY OF THE NATION'S SCHOOLS, ESTABLISHES PERCENTAGES FOR TEACHER PREPARATION AND EXPERIENCE LEVELS, AND THEN COMPENSATES TEACHERS BY A BASE SALARY PLUS THE APPROPRIATE PERCENTAGES. SCHOOL BOARDS AND ADMINISTRATORS ARE DISCOVERING, HOWEVER, THAT THE PLAN OFTEN LEADS TO CERTAIN UNFORESEEN PROBLEMS, NAMELY, THE LOSS TO THE EMPLOYER OF DISCRETIONARY POWER, LOCKED-IN COSTS, AND TEACHER PRESSURE FOR UPWARD REVISIONS. SEVERAL NEGOTIATION STRATEGIES SUCH AS FORCEFUL AND INTELLIGENT BARGAINING, FISCAL PLANNING, AND FLEXIBILITY ARE AVAILABLE TO SCHOOL BOARDS TO AID IN ABROGATING SOME OF THE NEGATIVE INFLUENCES OF THE INDEX SCHEDULE. (RA)

DESCRIPTORS

BOARD OF EDUCATION POLICY
COLLECTIVE BARGAINING
EDUCATIONAL ADMINISTRATION
EMPLOYER EMPLOYEE RELATIONSHIP
FINANCIAL POLICY
SALARIES
TEACHER EMPLOYMENT
BOARDS OF EDUCATION
COLLECTIVE NEGOTIATION
EDUCATIONAL FINANCE
EMPLOYMENT PROBLEMS
NEGOTIATION IMPASSES
SALARY DIFFERENTIALS
TEACHER SALARIES

IDENTIFIERS

INDEXES
INDEX SALARY SCHEDULES

AVAILABILITY: EDUCATIONAL SERVICE BUREAU, INC., 1835 K STREET, N.W.,
WASHINGTON, D.C. 20006 ($5.95)

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DJEA 4.712 PURCHASING AUTHORITY

REPORT NUMBER ED120952

TITLE AN OVERVIEW OF THE APPLICATION OF THE PUBLIC COMPETITIVE BIDDING STATUTES TO SCHOOL DISTRICTS WITHIN THE STATE OF OKLAHOMA.

AUTHOR(S) TINNEY, MICHAEL B.

NOTE 19 P.; CHAPTER 9 OF THE SECOND SCHOOL ADMINISTRATORS LEGAL HANDBOOK, EA 008 102

PUB DATE 75

ABSTRACT

AFTER A BRIEF OVERVIEW OF LEGISLATION ON SCHOOL DISTRICT COMPETITIVE BIDDING IN OKLAHOMA, THE AUTHOR PRESENTS A SECTION-BY-SECTION DISCUSSION OF PORTIONS OF THE PUBLIC COMPETITIVE BIDDING ACT OF 1974. (IRT)

DESCRIPTORS

BIDS
ELEMENTARY SECONDARY EDUCATION
PURCHASING
STATE LEGISLATION
BOARDS OF EDUCATION
EXPENDITURES
SCHOOLS

IDENTIFIERS

OKLAHOMA

AVAILABILITY NOT AVAILABLE SEPARATELY, SEE EA 008 102

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

DJEAA 4.713 PURCHASE REQUIRING BOARD APPROVAL

REPORT NUMBER ED023150

TITLE BOARD MEMBERS, THE PUBLIC, AND FISCAL WELFARE OF SCHOOL DISTRICTS.

AUTHOR(S) VINCENT, WILLIAM S.

SOURCE COLUMBIA UNIV., NEW YORK. INST. OF ADMINISTRATIVE RESEARCH

NOTE 7 P.

PUB DATE NOV 67

ABSTRACT

THE WAYS IN WHICH THE FOLLOWING THREE FACTORS INFLUENCE A LARGE-CITY SCHOOL DISTRICT'S 'FISCAL PERFORMANCE' ARE INVESTIGATED: (1) THE EDUCATIONAL AND OCCUPATIONAL STATUS OF SCHOOL BOARD MEMBERS, (2) THE EFFECT OF PUBLIC VOTE ON THE BUDGET, AND (3) THE EFFECT OF THE SIZE OF THE SCHOOL DISTRICT. A REGRESSION OF CERTAIN BUDGET APPROVAL VARIABLES, SCHOOL DISTRICT SIZE, AND WEALTH AND CHARACTERISTICS OF SCHOOL BOARD MEMBERS WAS RUN ON 14 MEASURES OF FISCAL PERFORMANCE FOR A SAMPLE OF 529 SCHOOL DISTRICTS. SOME GENERAL CONCLUSIONS INCLUDE: (1) THE CONDITIONS WHICH THE LEGISLATURES IMPOSE UPON THE LOCAL DISTRICTS INFLUENCE LOCAL FISCAL POLICY, (2) STATE REGULATIONS CONCERNING THE PROCESS OF BUDGET APPROVAL AFFECT THE FISCAL CAPABILITY OF SCHOOL DISTRICTS, (3) THE INFLUENCE OF SCHOOL DISTRICT SIZE HAS NOT BEEN CLARIFIED, (4) TAX LIMITATION COMBINED WITH FISCAL PERFORMANCE HAMPERS THE SCHOOL DISTRICT'S ABILITY TO COMPETE ECONOMICALLY WITH OTHER AGENCIES RELYING UPON PUBLIC SUPPORT, AND (5) A FORM OF FISCAL DEPENDENCE WITHOUT TAX LIMITATION APPEARS TO BE THE BEST PRESENT METHOD OF REGULATING THE FISCAL POWERS OF LARGE-CITY SCHOOL BOARDS. (HW)

DESCRIPTORS
BOARDS OF EDUCATION
EDUCATIONAL BACKGROUND
FISCAL CAPACITY
SCHOOL BUDGET ELECTIONS
SCHOOL TAXES
BUDGETS
FINANCIAL POLICY
OCCUPATIONS
SCHOOL DISTRICTS
STUDENT ENROLLMENT

CITATION IAR-RESEARCH BULLETIN; V8 N1 P1-6 NOV 1967

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DJED 4.714 BIDS AND QUOTATIONS REQUIREMENT

REPORT NUMBER ED120952

TITLE AN OVERVIEW OF THE APPLICATION OF THE PUBLIC COMPETITIVE BIDDING STATUTES TO SCHOOL DISTRICTS WITHIN THE STATE OF OKLAHOMA.

AUTHOR(S) TINNEY, MICHAEL B.

NOTE 19 P.; CHAPTER 9 OF THE SECOND SCHOOL ADMINISTRATORS LEGAL HANDBOOK, EA 008 102

PUB DATE 75

ABSTRACT

AFTER A BRIEF OVERVIEW OF LEGISLATION ON SCHOOL DISTRICT COMPETITIVE BIDDING IN OKLAHOMA. THE AUTHOR PRESENTS A SECTION-BY-SECTION DISCUSSION OF PORTIONS OF THE PUBLIC COMPETITIVE BIDDING ACT OF 1974. (IRT)

DESCRIPTORS

BIDS
ELEMENTARY SECONDARY EDUCATION
PURCHASING
STATE LEGISLATION
BOARDS OF EDUCATION
EXPENDITURES
SCHOOLS

IDENTIFIERS

OKLAHOMA

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE EA 008 102

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

DJF 4.719 CAPITAL OUTLAY PURCHASING

REPORT NUMBER ED020210

TITLE PROPOSED 1968-1969 SCHOOL BUILDING PROGRAM AND 1969-1974 CAPITAL PROGRAM.

AUTHOR(S) DONOVAN, BERNARD E.

SOURCE NEW YORK CITY BOARD OF EDUCATION, BROOKLYN, N.Y.

NOTE 60 P.

PUB DATE MAY 67

ABSTRACT

THIS FIRST DRAFT OF THE NEW YORK CITY SCHOOL BUILDING PROGRAM FOR 1968-1974 CONSISTS OF LISTS OF (1) PROJECTS PROPOSED FOR INCLUSION IN THE 1968-1969 CAPITAL BUDGET, ARRANGED IN ORDER OF PRIORITY, AND (2) PROJECTS RECOMMENDED FOR INCLUSION IN THE ENSUING 5-YEAR PERIOD (CAPITAL PROGRAM FOR 1969-1974). THE DRAFT WAS PREPARED FOR PUBLIC HEARINGS ON THE LOCAL LEVEL. (AF)

DESCRIPTORS
BOARDS OF EDUCATION
CAPITAL OUTLAY (FOR FIXED ASSETS)
EDUCATIONAL FACILITIES
ELEMENTARY SCHOOLS
SECONDARY SCHOOLS
TABLES (DATA)
BUDGETS
EARLY CHILDHOOD EDUCATION
EDUCATIONAL PARKS
SCHOOL CONSTRUCTION
SPECIAL SCHOOLS
VOCATIONAL EDUCATION

IDENTIFIERS
INTERMEDIATE SCHOOLS
SPENO MCCLOSKEY AMENDMENT

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DO 4.90 SCHOOL PROPERTIES DISPOSAL PROCEDURE

REPORT NUMBER ED100012

TITLE SCHOOL PROPERTY.

AUTHOR(S) PIELE, PHILIP K.; FORSBERG, JAMES R.

SOURCE NATIONAL ORGANIZATION ON LEGAL PROBLEMS OF EDUCATION, TOPEKA, KANS.

NOTE 26 P.; CHAPTER 3 OF THE YEARBOOK OF SCHOOL LAW 1974, EA 006

PUB DATE 74

ABSTRACT

THE 1973 COURT CASES RELATING TO SCHOOL PROPERTY CONTINUED A TREND TOWARD LETIGATING CONSTITUTIONAL ISSUES. FOR INSTANCE, A LARGER NUMBER OF CASES DEALT WITH THE RELATIONSHIP BETWEEN THE LOCATION AND CONSTRUCTION OF SCHOOL BUILDINGS AND SCHOOL DESEGREGATION PLANS. THIS CHAPTER REVIEWS THE STATUS AND DEVELOPMENT OF CASE LAW RELATING TO SCHOOL PROPERTY, GENERAL SCHOOL BOARD AUTHORITY, OWNERSHIP AND TITLE TO PROPERTY, ACQUISITION OF PROPERTY, AUTHORITY TO LOCATE AND CONSTRUCT BUILDINGS, FINANCING SCHOOL CONSTRUCTION, VOTING ON CONSTRUCTION ISSUES, RELATINSHIP WITH OTHER GOVERNMENTAL UNITS, CONTRACTS, BIDS, BONDS, AND USE OF SCHOOL PROPERTY. (AUTHOR/DW)

DESCRIPTORS

- BIDS
- BOARDS OF EDUCATION
- CONSTRUCTION MANAGEMENT
- COURT LITIGATION
- ELEMENTARY SECONDARY EDUCATION
- GOVERNANCE
- LAND ACQUISITION
- PROPERTY ACCOUNTING
- SCHOOL LAW
- YEARBOOKS
- BOARD OF EDUCATION ROLE
- BOND ISSUES
- CONSTRUCTION PROGRAMS
- EDUCATIONAL FINANCE
- FACILITY PLANNING
- INTERAGENCY COOPERATION
- POWER STRUCTURE
- SCHOOL INTEGRATION
- SUPREME COURTS

AVAILABILITY: NOT AVAILABLE SEPARATELY; SEE EA 006 628

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

PART V

BUSINESS MANAGEMENT

Policy Outline

E	5.0	Business Management
EA	5.10	Goals and Objectives
EB	5.20	Buildings and Grounds Management
EBA	5.201	Insurance Program
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EBBC	5.204	Emergency Drills
EBBD	5.205	Emergency Closing of Schools
EBE	5.206	Cleaning Program
EBF	5.207	Sanitation Program
EBG	5.208	Building Repairs
EBH	5.209	Public Use of School Buildings and Grounds
ED	5.30	Student Transportation
EDAC	5.301	Contracted Bus Service
EDAE	5.302	Private Vehicles for Student Transportation
EDB	5.303	School Bus Insurance Program
EDCH	5.304	School Bus Safety Inspections
EDC-R	5.305	Supervisor of Transportation and Student Transportation Safety

EDDA	5.306	Special Use of School Buses
EE	5.40	Food Services Management
EEB	5.401	Lunchroom Sanitation

Policy Questions

5.10
EA

Goals and Objectives

What goals and objectives form the basis of the district's business management policies? Are these consistent throughout the district?

5.20
EB

Buildings and Grounds Management

What responsibilities are included? How are personnel employed for the district's maintenance program? What provisions govern materials purchased with public funds? Are inventories open for public inspection? What records are kept relative to maintenance of school buildings; work schedules, cost records, relative to materials and labor, needs of schools? What procedures govern determination of and application for needed repairs? How often are maintenance reports submitted to the Superintendent of Schools? What procedures govern performance of maintenance during summer months when school is not in session? WHat information must be reported to the Board by the Superintendent of School?

5.201
EBA

Should all plants within the district be insured? What types of insurance should be carried? (Property liability) Are school employees liable for injuries to children or others sustained at schools within the district? What types of personnel are utilized by the Superintendent and his designated assistants in formulating an insurance program? Are provisions made for upgrading existent programs?

5.202
EBBA

Is fire a hazard? What steps are taken to prevent fires? Are regular inspections provided? By whom are inspections made? What role does the State Fire Marshal play in fire prevention? Are fire extinguihers available and operable? Are they located in all potentially hazardous areas? What steps have been taken to assure that personnel are familiar with how to use said exinguishers? Do existent conditons satisfy all relevant fire codes?

5.203
EBBB

What types of warning systems are installed in the schools of the system? Will the warning systems meet specifications set by the State Fire Marshall's office? What arrangements have been made for warnings about natural disasters? Why are electrical systems impractical?

5.204 EBBC How often are fire and/or disaster drills to be held? What procedures are applicable during fire drills? Disaster drills?

5.205 EBBD What should be planned for emergency closings? What consititutes such a closing? What is necessary to mandate temporary closings? How is the welfare of students and their safety assured? How are parents notified? Who decides what in such situations?

5.206 EBE What standards should be established for plant cleanliness? Is the cleaning program organized on a regular, planned basis to be implemented?

5.207 EBF What standards and assurances are needed for sanitary conditions in the buildings and grounds of schools in the district? How often and by whom are inspections made of all applicable school facilities? What role does the State Health Department perform relative to sanitation inspections.

5.208 EBG How are building repairs of a routine nature to be made? How are emergency-type repairs handled? Does the school district have adequate plans for long-range preventive maintenance programs? Who should decide the priorities in such a program?

5.209 EBH Who can use the buildings and grounds?(other than for direct school purposes) For what purposes and under what conditions may school facilities be used? How are damages to the plant and equipment paid for? Is liability insurance required? How are priorities for purposes and groups established? Are contracts required? What charges are made for use of facilities? What provisions govern disruptive usage of facilities? What constraints on public usage of school facilities are mandatory? Can any non-profit, non-sectarian and/or non-political group use school facilities?

5.30 ED Student Transportation

What regulatory criteria govern the district's transportation program? Upon what basic principles is the program based? What policies are provided to accomplish the objectives of the program.

5.301 EDAC What standards govern the employment by the district of contracted bus service?

5.302 EDAE What provisions govern use of private vehicles for student transportation when said vehicles are used based on a contract with the school district? What specific provisions pertain to liability insurance, parental permission? What provisions govern use of private vehicles for transporting students to school-sponsored events?

5.303 What provisions should be made by the school dis-
EDB trict relative to amount of insurance coverage
carried by firms who contract to provide student
transportation?

5.304 What safety inspections must be made daily by bus
EDCH drivers employed by the Board? What statutory pro-
visions govern safety inspections of school buses?
Are safety inspections made monthly, annually?
What procedures must be followed when a state in-
spector "red tags" a school bus?

5.305 What are the duties of the district's transportation
EDC-R supervisor? What is his role in safety inspection?
in other aspects of transportation safety? What
procedures govern annual licensing of drivers?
To what degree does the transportation supervisor
utilize the services of the Alabama Department of
Public Safety? Does he help resolve discipline problems?

5.306 What provisions govern special use of school buses?
EDDA How is payment for said usage determined and by whom?
When is the prior approval of the Superintendent and
the Board required? Whose prior approval is required
for all local school trips? Should said permission
be in written form? What criteria regulate approval?
What safety rules are reviewed prior to actual departure?

ref. What rules and regulations relative to student behavior
5.30 are established by the school district? What penalties
are provided? For what types of behavior can a pupil
receive temporary or permanent suspension from riding
the bus? Who are involved in such rulings?

5.40 Food Services Management
EE

How is the school food services program financed? Are
5.401 local tax monies used to defray costs? Can they legally
EEB be used? What criteria are provided to assure that
students receive each day a wholesome and properly
prepared lunch? What state and federal standards apply?
What is the cost policy? Who is responsible for operation
of the local school lunch room? What procedures govern
application for and administration of free or reduced
price lunches? How are contested claims decided?
What policies govern purchasing of equipment for the
lunchroom? What reporting procedures are applicable?
What specific factors do monthly lunchroom financial
reports contain? To whom are they submitted?

What provisions are made for inspection of the lunchroom? Should menus be published in advance? Who plans menus? What procedures shall apply when Health Department officials note lunchroom deficiencies?

Major Considerations

Business management includes relatively few areas; yet those areas which are related are of vital significance to the operation of the school system. Policies relative to student transportation must, for example, adhere to both the Code of Alabama and requirements of Federal Highway Standard Number Seventeen. This program encompasses, to varying degrees, the total spectrum of system operation.

Several of the Board decisions relative to business management are based on provisions of the Code of Alabama. Examples include decisions relative to liability insurance on school-owned motorized vehicles, safety and sanitation standards relative to local schools - restrooms, food service, width of halls and exits, safety drills, number of exits, panic bars on doors, heating, ventilation, lighting, and so forth, and fire prevention standards.

Specified requirements such as the above and others should be collected and incorporated as information documents as well as reflected in policy.

Other decision-making areas relative to business management considered as discretionary-types, must be treated on a judgmental basis. Of paramount consideration are areas such as the system maintenance program, including routine, emergency, and preventive types. Efficiency and practicality must characterize the total maintenance program of the district as well as local school maintenance programs.

Procedures relative to the uses of school property and the policy statements upon which said procedures are based form still another area of major concern to Boards of Education in Alabama. This issue has been the source of recent litigation; thus Board policy should reflect the consensus of judicial reasoning. Policy and administrative rules should be both comprehensive, clear, and also precise. The policy, conditions and procedures, regulations and guidelines, reimbursement provisions, and limitations on use should be adequately discussed and disseminated to all citizens. Policies should recognize that: (a) schools do belong to the public, (b) the regular school program supercedes all other uses, (c) that usage of school facilities must be in accordance with procedures, and (d) that usage can not be permitted for any purpose which is unlawful or contrary to the best interests of the public.

Protection of public investments should govern the Board policy relative to insurance in areas not dictated by statute or regulatory agencies. Property and liability insurance as well as relevant insurance records are among the areas to be considered. Insurance should be sufficient to adequately cover respective areas. Thus consultation with professionals in the field should precede adoption of policy. Final policies should also prescribe means for continual upgrading of the insurance program based on cost analyses provided by the Superintendent or his designated representative.

Goals and Objectives
EA-5.10

The goal of the Central Office shall be to provide services as encompassed by this office in the most efficient, economical and satisfactory manner to meet the needs of the children served by the School District.

Objectives shall be developed in relation to programmatic budget development.

Buildings and Grounds Management

EB-5.20

Physical facilities contribute to the atmosphere for learning. The appearance of a classroom or school indicates something of the people who live and work in them. Pupils can learn much about citizenship by participating in an organized program for school improvement.

Each principal is responsible for maintaining his school in a safe, attractive, and sanitary manner. Custodians and maids are provided to assist him and his teachers and pupils in discharging this responsibility. The amount paid custodial service shall be based on the size and nature of the schools.

Custodians and maids shall be paid on a schedule recommended by the Superintendent and approved by the Board.

Principals and teachers shall be responsible for taking care of and protecting all school property. An inventory shall be kept of school equipment and this inventory shall be available for inspection at all times.

Any purchase of school equipment or teaching aids made from from funds raised through a particular school activity or endeavor shall remain the property of that school, and, under no circumstances shall it be removed from the school, except as dictated by procedures relative to abandonment of the school, or an equitable price is received for property deemed impractical to retain. There shall be no movement of materials such as teaching aids; said aids are the property of a particular school and are not to be moved except under circumstances described above.

The Superintendent of Schools, with Board approval, shall employ necessary personnel to effectively maintain the buildings and grounds of the School District. Said employment may be designated by the Superintendent to the appropriate administrative personnel.

A. A complete system of records shall be kept on the maintenance of all school buildings in the School District. Said records shall include:

   1. Daily work schedules of maintenance personnel.

   2. Cumulative cost record by schools of maintenance, materials, and labor.

   3. Cumulative record of jobs to be done during the summer months.

   4. Cumulative inventory record of materials and supplies on hand.

B. An annual report of maintenance programs shall be made to the Board by the Superintendent of Schools. Financial costs and maintenance needs of schools shall be included.

C. The Superintendent of Schools shall require the supervisor of buildings and grounds whose responsibilities involve supervision of all district-level maintenance to file monthly reports concerning the needs of the School District in reference to maintenance of buildings and grounds.

D. The Superintendent of Schools shall require the supervisor of buildings and maintenance to file on or before the first day of May a report of the maintenance needs of the School District to be met during summer months.

E. Procedures for requesting maintenance shall be as follows:

   1. Requests for maintenance are to be written on forms available from the central office.

   2. Requests for maintenance services will originate through the local school principal and be relayed by him to the central office on forms provided for such purpose.

[illegible]

Insurance Program
EBA-5.201

Property Insurance

The Board shall be charged with the responsibility for seeing that all buildings and contents whose titles are vested in the state and School District are insured for their insurable value.

Liability Insurance

The Board shall be charged with the responsibility for seeing to it that all motorized vehicles whose titles are vested in the state and School District are adequately insured for their insurable value. All such vehicles shall carry at least the minimum liability insurance mandated by the state for such vehicles.

Deeds

A cumulative record shall be kept of all deeds.

Insurance Records

A cumulative up-to-date record shall be kept of all insurance records and policies on school buildings, equipment, and insurable properties. The central office shall develop and implement an insurance program to cover the buildings and property owned by the Board, taking into consideration financial feasibility, advice from professionals in the field, and the availability of State Insurance Program coerage. The program shall be evaluated with reference to upgrading at all times. Periodical reports shall be submitted to the Superintendent for review. The Superintendent shall fully inform the Board relative to data secured from said reports. The Board shall continuously be aware of existent insurance programs and seek upgrading of said programs.

Reference: The Code of Alabama, Title 28, Chapter 11
Code of Alabama, 1975, Title 41, Chapter 15

Reference: The Code of Alabama, Title 52, Section 101.
Code of Alabama, 1975, Section 16-8-42.

Reference: The Code of Alabama, Title 55, Section 55.
Code of Alabama, 1975, Title 36, Chapter 19.

Fire Prevention
EBBA-5.202

The Superintendent of Schools shall direct the supervisor of buildings and maintenance to conduct at least quarterly inspections of all buildings under the jurisdiction of the School District for fire hazards.

The Superintendent of Schools shall request an annual inspection of all buildings under the jurisdiction of the School District to be conducted by the State Fire Marshal's office. Reports of said inspections by members of the State Fire Marshal's office shall be presented to the Board by the Superintendent of Schools.

Reference: The Code of Alabama, Title 52, Section 1 (1).
Code of Alabama, 1975, Section 16-1-2 (4)

Warning Systems
EBBB-5.203

The Superintendent of Schools shall be responsible for seeing thal all buildings used by the School District to house students shall be equipped with an electrical fire alarm system that is approved by the State Fire Marshal's office.

Emergency Drills
EBBC-5.204

A minimum of one fire drill or disaster drill and evacuation shall be held each month in each school. A report concerning the fire drill shall be filed with the Superintendent of Schools by the principal on the monthly pupil attendance report. Principals shall cooperate with Civil Defense and Red Cross authorities in the development of emergency and disaster plans. An orderly plan shall be developed for each school.

Note: For complete description of all types of emergency drills and procedures, see JGFA-9.614 filed under this cover.

Reference: The Code of Alabama, Title 55, Section 55.
Code of Alabama, 1975, Section 36-19-10.

Emergency Closing of Schools
EBBD-5.205

The Superintendent is authorized to close schools if prevailing or potential hazards threaten the safety and well-being of pupils or staff. He will make the decision after advising with appropriate community agencies including the Board of Education. Public announcements and releases to news media will be made by the Superintendent. A principal is authorized to close school after consulting with the Superintendent or designated person.

Note: For complete descriptions of specific types of school closings, consult AFC-1.703 filed under this cover.

Reference: ~~The Code of Alabama, Title 52, Sections 61, (13), (14), (15).~~
Code of Alabama, 1975, Section 16-1-2 (4).
(Sections 61 (13), (14) and (15) of Title 52 deleted from Code of Alabama, 1975, Title 16.

Cleaning Program
EBE-5.206

School plant cleaning is a vital part of the total school program. It adds to the general appearances of the buildings and grounds and affects the general attitude of parents, teachers, and students as to the care and respect of the facility and greatly enhances the learning process.

The Superintendent of Schools and/or his designated representatives shall be responsible for initiating and maintaining an effective school plant cleaning program. Necessary personnel may be employed with Board approval to provide effective custodial services for all schools in the School District.

Sanitation Program
EBF-5.207

In an effort to provide a quality educational program in desirable surroundings the School District shall establish an effective sanitation program. The School District, in conjunction with the State Health Department, shall provide for sanitation surveys and inspections of all applicable school facilities. Said surveys and inspections shall be made in accordance with such rules and regulations as may be developed by the State Health Department.

Building Repairs
EBG-5.208

Routine

Request for building repairs shall be made through the building supervisor.

To provide for effective building maintenance and repairs, a logical and orderly means for requesting routine maintenance or repairs shall be established. The procedure for making such requests is as follows:

A. Request may originate with individual employees who observe a need for repairs.

B. Request to the Central Office shall be made through the local building supervisor on forms prescribed by the Superintendent of Schools.

C. Local building supervisors shall submit requests to the Superintendent of Schools or his designated administrative assistant in charge of said maintenance problems.

Emergency Repairs

Request for reprirs or maintenance which demand immediate attention may be made orally by building supervisors to the Superintendent or his designated representative.

Reference: The Code of Alabama, Title 52, Sections 117, 161 and 184.
Code of Alabama, 1975, Sections 16-9-18, 16-11-12, and 16-12-7.

Public Use of School Buildings And Grounds

EBH

5.209

Policy

The school buildings and grounds of the School District shall be used for educational, civic, cultural and recreational programs. The Board approves and encourages maximum use of school facilities. The facilities, when not used for public school purposes, are to be made available to approved organizations and groups. The operation of the school program shall have priority over all other use of school facilities.

General Conditions and Procedures

A. Types of organizations and meetings authorized to use school buildings and grounds.

  1. Groups authorized to use buildings and grounds without charge other than custodial fee when it is necessary to have custodial services.

    a. School sponsored activities that are a part of the regular school program

    b. Regular meetings of PTAs/ and PTA councils

    c. Meetings of the local, state, or national professional education organizations

    d. Board of Education meetings and activities

    e. State Department of Education sponsored area or regional meetings

    f. Organizations comprised of school system employees such as custodial and school lunch groups

g. Parent organizations such as band booster clubs or athletic booster clubs

2. Groups authorized to use buildings and grounds for a fee as well as custocial fee when it is necessary to have custodial services. Charges to the following groups or organizations will be as defined in schedule of basic rental fees.

   a. Recognized charitable or welfare groups

   b. Civic clubs or organizations

   c. Recreational organizations sponsored by and/or through the Park and Recreation Department. (Shall apply to use of buildings and/or grounds)

   d. Profit-making activities sponsored by PTA's or other school-parent organizations.

3. Other groups

   a. In the event organizations not listed in the above categories apply for the use of facilities, the principal shall contact the office of the Superintendent of Schools to determine the classification of such groups. Board action may be required as determined by the Superintendent of Schools.

B. Applications and Reimbursement for use of Facilities

1. Applications

   a. All groups or organizations shall submit applications for use of school buildings or grounds to the principal of the school involved on forms provided for that purpose. These applications must be completed and submitted to the school at least one week prior to the date of requested use. In the event the principal is not available(such as during summer months), the application shall be submitted to the office of the Superintendent of Schools.

   b. Groups holding regular meetings throughout the year need file only one application at the beginning of each school year. However, special events of such groups must be covered by separate applications whenever they occur.

c. Approved applications shall be distributed by the principal as follows:
   (1) Copy to the group or organization
   (2) Copy to the office of the Superintendents of Schools
   (3) Copy for school file
   (4) Copy to accompany reimbursement to the Director of Finance

d. Upon approval of applications, it shall be the responsibility of the principal to execute a contract between the school and the using organization.

2. Reimbursements

a. The Board shall be reimbursed for the use of school buildings and grounds as defined in schedule of basic rental fees. Custodians shall be paid for their services as agreed upon by the custodian, principal and organization or group using facility prior to the date used.

b. The using group or organization, if applicable, shall make its check payable to the Board.

General Regulations and Guidelines

A. The principal, in his role of school administrator, shall be responsible for maintaining proper relationships with those organizations which make application to use the school buildings or grounds. The principal or a designated member of his staff (which may be a custodian) must be on duty at all times when a school building is being used by outside organizations.

B. Any group or organization using school property shall be liable for any loss, damage, or expense that may arise during, or be caused in any way by, such use or occupancy of school property. In the event property loss is incurred as a result of the use of the facility by an outside group, the amount of the damage shall be decided by the principal. Each organization using school property will secure insurance in coverage of $100,000.00 to $300,000.00 to protect against legal responsibility to spectators. The Board shall be made a party insured in said liability policy.

C. Continued use of a school building by any group is contingent upon the group's taking proper steps to protect the school property and to ensure complete safety and the reimbursement of its expenses to the Board. If any principal feels that his building is being misused by any group it is the duty of the principal to point out the misuse to the group so that, through the cooperation of the group, the misuses may be stopped. If continued misuses occur, the principal shall report this to the office of the Superintendent of Schools where action shall be taken to prohibit the group involved from further use of buildings and grounds.

Limitations of Use

A. Since the Board is charged by law with responsiblity for school facilities, it must reserve the final right to deny the use of school facilities when it is deemed necessary in the public interest.

B. All school buildings and grounds are to be used for educational, civic, social, and recreational activities by approved groups of citizens or organizations fo the area served by the School District.

C. No public school building or grounds shall be used for a purpose which is unlawful.

D. Gambling, the playing of games of chance are prohibited. The use of alcoholic beverages in school buildings and grounds is prohibited.

E. There shall be no smoking in school building unless the area is posted otherwise.

F. There shall be no temporary or permanent signs, banners, pennants, or the like, placed in or on school buildings or on school grounds by any group except those associated with activities sponsored by the school or school PTA with the following exception. Temporary identification signs may be used only during the actual hours the school is used. At the conclusion of the use of the school, the group must remove the sign.

G. The use of the building by the outside organization should in no way restrict or limit the normal instructional program carried on during regular school hours. Further, the use of any school equipment is specifically prohibited unless prior approval has been received from the principal.

AUDITORIUM AND GYMNASIUM RENTALS

School	Auditorium	Gymnasium	Classrooms	Cafeterias
Anniston H.S.	$150.00	$100.00		
Cobb H.S.		$ 75.00		
Johnston Jr.H.S.		$ 50.00		
Norwood Elem.		$ 25.00		
All Buildings			$10.00	$10.00

A maximum of three (3) practice session may be schedules with a fee of ½ of the above rental fee for performances.

This rental scale is for use with approval groups in accordance with Anniston CIty Board of Education policy.

Student Transportation
ED-5.30

The transportation of the School District shall be operated in accordance with provisions of the Code of Alabama, State Board of Education rules and regulations, and applicable federal standards. The primary consideration of the transportation program shall be the safety and welfare of students. Though safety shall be the main consideration, two major concerns shall include efficiency and economy of the School District's transporation system.

Policies pertaining to students and the transportation program are as follows:

A. Students may not smoke while being transported by school transportation.

B. Students may not eat or drink while being transported by school transportation.

C. Students having to stand because of a lack of seating space, shall stand as far back in the bus as possilbe.

D. Students should not attempt to talk to the bus driver while the bus is in motion.

E. Students should not throw articles off the bus at any time.

F. Students are not to get off the bus at any time from point of departure until they reach their destination except in cases of emergency.

G. Students should not have arms or any part of the body out of windows at any time.

H. Students should remain seated until the bus comes to a complete stop. There should be no moving around while the bus is in motion.

I. The driver is in charge of the students while they are riding the bus. He or she shall be firm but fair with each student.

Student transportation is provided by the Board as a service to the students of the School District. The Board reserves the right to deny a student or students the privilege of being transported at public expenses provided the policies outlined above are not adequately followed. (See also JGG-9.619)

Contracted Bus Service
EDAC-5.301

Contracts for student bus service shall meet all requirements of the Code of Alabama, State Board of Education rules and regulations, and Board policies relating to student transportation.

Private Vehicles For Student Transportation
EDAE-5.302

The Board may enter into contracts and financial agreements with individuals to provide transportation for students to and from school by means of a private vehicle. When private vehicles are used to transport students on a regular basis, the Board shall require the following:

A. A written contractual agreement to transport students shall be signed by said individuals and the Board.

B. Said individuals shall file with the Superintendent of Schools, proof of adequate liability insurance covering the occupants of the vehicle or vehicles used to transport students. Said individuals shall keep in force the entire term of the contractual agreement at their sole expense necessary insurance to protect both the School District and the students being transported.

C. A written statement authorizing said mode of transportation shall be obtained from the parent or guardian of each student being transported by private vehicle.

Private vehicles shall not be used to transport students to and from school sponsored activities except when said vehicle is owned and/or operated by a member of the professional staff of the School District or an adult member of the community.

School Bus Insurance Program
EDB-5.303

The Board shall require the firm contracting to provide student transportation for the School District to meet all requirements of law, State Board of Education rules and regulations, and local Board policies with reference to liability insurance. The Board shall require said firm to certify that all school buses used to transport students are covered under a policy with a reputable insurance company licensed to do business in Alabama. Said firm shall procure and keep in force during the entire term of the contractual agreement at its sole expense necessary insurance to protect both the School District and the students.

School Bus Safety Inspections
EDCH-5.304

All buses used to transport students by the contracting firm shall be inspected in accordance with the provisions of the Code of Alabama and State Board of Education rules and regulations.

School buses shall receive an annual inspection by representatives from the State Department of Education, Department of Transportation. Buses which are noted as defective by the inspector shall not be operated until said defect has been corrected and the deficiency removed by the inspector or his designated representative.

Drivers shall make daily safety inspections of buses to assure that said buses are in good condition and ready for use. Drivers shall especially check brakes, tires, battery, radiator, lights, horn, windshield wipers, service and emergency doors, gasoline, and oil. Pupils shall not be transported on said bus until all hazardous conditions have been corrected.

Should such hazards be noted by the driver, he or she shall telephone the District bus shop(or local school center), and a service truck shall be sent to the area to make necessary repairs. When necessary, a substitute bus shall be provided so the driver can complete the route with a minimum of delay. Reference, The Code of Alabama, Title 52, Section 433(47), and (49) Code of Alabama, 1975, SEctions 16-27-3 and 16-27-5.

Supervisor of Transportation And Student Transportation Safety
EDC-R-5.305

All buses and other vehicles owned and operated by this School District shall be inspected for safety by the assigned driver and Supervisor of Transportation at least once per month. The Supervisor of Transportation shall develop and maintain a safety inspection record which shall be completed and signed by the individual who conducts the inspection. The Supervisor of Transportation shall coordinate all phases of the School District's program with the transportation officials of the Alabama State Department of Education and officials of the Alabama Department of Public Safety.

The Transportation Supervisor shall hold annual training for all bus drivers in the School District and shall supervise training and licensing of all applicants for bus driver positions.

Relative to the safety, efficiency and economy of the transportation program, the Supervisor shall work jointly with local school principals, bus drivers, the Assistant Superintendent for Business Affairs. He shall perform such transportation-related duties as may be delegated by the Superintendent of Schools and his representatives. He shall supervise the bus-shop foreman and all bus drivers of the District.

Special Use of School Buses
EDDA-5.306

School buses owned by the School District may be used by the local schools for educational and cultural trips. Requirements for the use of locally owned buses are as follows:

A. The trip must be approved by the local school principal and Superintendent of Schools.

B. The trip must be under the supervision of a member or members of the professional staff. One staff member shall be required for each thirty-three students.

C. The local school and/or participants shall bear the cost of such trips.

D. Charge for use of school buses shall be based on average cost per mile in the system. Such rates are announced at the beginning of each fiscal year and based on operating cost of the preceding year. Funds covering cost of such trips shall be deposited with the Superintendent of Schools in the form of a check not later than the end of the month in which the trip was made.

E. Buses must be operated by a person having a school bus driver's license issued in accordance with provisions of the Code of Alabama.

F. All aspects of the policy pertaining to Field Trips and Excursions filed - IFCB under this cover shall be followed.

All other special use of school buses must have the prior approval of the Superintendent of Schools and the Board.

Reference: The Code of Alabama, Title 52, Section 433(48).
Code of Alabama, 1975, Section 16-27-4.

Food Services Management
EE-5.40

A school food services program is provided for the convenience of pupils and staff members. The food shall be wholesome, properly prepared, and served in sanitary surroundings at a nominal cost. It is permissible for pupils to bring lunch from home but those who do are expected to eat in the lunchroom. The food service program shall be self-supporting with federal subsidies and surplus food commodities. No local tax money is used to operate said program. The price of meals shall be set by the Board.

School cafeterias shall be regularly inspected by representatives of the local Department of Public Health and shall meet the sanitation requirements of the State Department of Public Health.

Purchases for the cafeteria shall be made according to purchasing policies on the basis of quality and price under the joint supervision of the principal and school food service supervisor. In purchasing equipment for the lunchroom, principals shall confer with the Superintendent, the director of business affairs, and school food services supervisor. The lunchroom records and reporting practices shall conform to state specifications and federal guidelines. A monthly statement denoting results of operation, and current fiscal condition shall be submitted to the Superintendent.

Free and reduced priced lunches shall be available for those students who qualify for such reduction. All aspects of application for free or reduced price lunch and relevant administrative methods of procedure shall strictly adhere to the federal, state, and local system criteria.

Where eligibility of an applicant is in question, the local school principal, the food service director, the Superintendent of Schools or his designated representative shall conduct a review of said application Said review shall be in compliance with all regulatory criteria.

In efforts to effectively adminster the food service program, the local school principal shall work with parents, community groups, and other concerned individuals to resolve problems, increase participation, and effectuate program improvement.

Lunchroom Sanitation
EEB-5.401

All cafeterias in the School District shall be inspected monthly by State Health Department officials. When deficiencies are noted, appropriate school personnel shall take immediate steps to alleviate said deficiencies.

PART V

SELECTED READINGS ABSTRACTS ON BUSINESS MANAGEMENT

E 5.0 BUSINESS MANAGEMENT also, D 4.0

REPORT NUMBER ED030175

TITLE THE DEPARTMENT OF BUSINESS AND FINANCE IN A PUBLIC SCHOOL SYSTEM.

SOURCE EDUCATIONAL SERVICE BUREAU, INC., WASHINGTON, D.C. ADMINISTRATIVE LEADERSHIP SERVICE.

NOTE 44 P.

PUB DATE 68

ABSTRACT

THIS BOOKLET DESCRIBES THE BUSINESS AND FINANCE FUNCTIONS OF MANAGING PUBLIC SCHOOL SYSTEMS. THE ROLE AND DUTIES OF A SCHOOL BUSINESS ADMINISTRATOR ARE DISCUSSED AND QUALIFICATIONS, EDUCATIONAL REQUIREMENTS, AND CERTIFICATION REQUIREMENTS ARE SUGGESTED FOR THE POSITION. THE ORGANIZATIONAL STRUCTURE, OPERATION, AND DUTIES OF ADMINISTRATORS IN THE SCHOOL BUSINESS SERVICES DIVISION OF THE MONTGOMERY COUNTY, MARYLAND, SCHOOL SYSTEM ARE DESCRIBED AS AN EXAMPLE OF HOW BUSINESS AND FINANCE DUTIES CAN BE FITTED INTO A SCHOOL SYSTEM'S ORGANIZATIONAL STRUCTURE. RECOGNIZING THAT SUCH A MODEL CANNOT FIT PERFECTLY THE UNIQUE QUALITIES OF EACH SCHOOL SYSTEM, GENERAL SUGGESTIONS ARE MADE CONCERNING OBJECTIVES OF THE BUSIENSS DEPARTMENT, ORGANIZATIONAL FLEXIBILITY, QUALIFICATIONS FOR THE CHIEF BUSINESS OFFICER, AND ASSIGNMENT OF RESPONSIBILITIES. FINALLY, 15 POSITION DESCRIPTIONS ARE PROVIDED FOR VARIOUS BUSINESS RELATED MANAGEMENT PERSONNEL AS A FURTHER GUIDE TO MORE PROFESSIONAL SCHOOL BUSINESS MANAGMENT. (TT)

DESCRIPTORS

ADMINISTRATIVE ORGANIZATION	ADMINISTRATIVE PERSONNEL
ADMINISTRATOR QUALIFICATIONS	ADMINISTRATOR RESPONSIBILITY
ADMINISTRATOR ROLE	ASSISTANT SUPERINTENDENT ROLE
BUSINESS	EDUCATIONAL FACILITIES
FINANCIAL SERVICES	OCCUPATIONAL INFORMATION
PROFESSIONAL RECOGNITION	PUBLIC SCHOOL SYSTEMS
SUPERINTENDENT ROLE	

IDENTIFIERS

MARYLAND	MONTGOMERY COUNTY

AVAILABILITY: EDUCATIONAL SERVICE BUREAU, INC., 1507 M STREET, N.W., WASHINGTON, D.C. 20036 ($4.00)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

E 5.0 BUSINESS MANAGEMENT

REPORT NUMBER EJ029244

TITLE SAVING MONEY THROUGH BETTER BUSINESS PRACTICES

AUTHOR(S) HARTMAN, ALLAN S.

PUB DATE DEC 70

ABSTRACT

A COMMITTEE OF BUSINESSMEN REPORT ON THE MANAGEMENT PRACTICES OF SCHOOLS IN MASSACHUSETTS. (AUTHOR/MF)

DESCRIPTORS

EDUCATIONAL FINANCE	MANAGEMENT SYSTEMS
PURCHASING	SCHOOL ADMINISTRATION
SCHOOL BUILDINGS	SCHOOL DISTRICTS

CITATION SCHOOL MANAGEMENT; 14; 12; 25-6

E 5.0 BUSINESS MANAGEMENT

REPORT NUMBER EJ005443

TITLE BUSINESS MANAGEMENT

AUTHOR(S) PARSONS, GEDDES

PUB DATE 69 MAY

ABSTRACT

REPORT OF A SYMPOSIUM (GENERAL MEETING) AT THE ANNUAL CONFERENCE OF THE NATIONAL ASSOCIATION OF INDEPENDENT SCHOOLS, FEBRUARY 1969.

DESCRIPTORS

ACCOUNTING	BOOKKEEPING
EDUCATIONAL FINANCE	INVESTMENT
MONEY MANAGEMENT	PRIVATE SCHOOLS
SCHOOL ADMINISTRATION	STANDARDS
TEACHER ADMINISTRATOR RELATIONSHIP	

CITATION INDEPEND SCH BULL; 28; 4; 52-55, 57-58

E 5.0 BUSINESS MANAGEMENT

REPORT NUMBER ED112752

TITLE HUMANIZING BUSINESS AND FINANCIAL AFFAIRS.

AUTHOR(S) BOHNE, STANFORD R.

SOURCE NATIONAL ASSOCIATION OF COLL. AND UNIV. BUSINESS OFFICERS, WASHINGTON, D.C.

NOTE 5 P.

PUB DATE JAN 73

ABSTRACT

SUGGESTIONS ARE OFFERED FOR MAKING BUSINESS AND FINANCIAL AFFAIRS OF EDUCATIONAL INSTITUTIONS MORE PERSONAL AND ACCOUNTABLE TO FACULTY, STUDENTS, ADMINISTRATORS, AND THE COMMUNITY. OBJECTIVES ARE IDENTIFIED FOR BUSINESS MANAGERS TO: (1) DEVISE MORE WAYS FOR STUDENT, STAFF, AND FACULTY PARTICIPATION IN SHAPING THE COLLEGE CULTURE AND MANAGING THE ORGANIZATION; (2) PROVIDE BETTER EVALUATION AND ACCOUNTABILITY OF EFFORTS; (3) KEEP THE INSTITUTION RELEVANT TO THE SOCIETY THAT SUPPORTS IT; AND (4) DEVISE A BUILT-IN REWARD SYSTEM FOR EMPLOYEES. EFFORTS OF CENTRAL WASHINGTON STATE COLLEGE IN THESE AREAS ARE DESCRIBED. INTERNAL PROGRAMS INITIATED INCLUDE A DEPARTMENTAL EVALUATION BETWEEN BUSINESS AND ACADEMIC STAFF, AN INTERN PROGRAM FOR STUDENTS, AND THE USE OF TIME PRODUCTIVITY LOGS TO HELP INDIVIDUALS BECOME ACCOUNTABLE AND MORE EFFECTIVE IN TIME MANAGEMENT. IT IS CONCLUDED THAT BUSINESS OFFICERS ARE IN THE MOST STRATEGIC PLACE TO HELP THE INSTITUTION BECOME POSITIVE, CONSTRUCTIVE, AND HELPFUL. (LBH)

DESCRIPTORS

ACCOUNTABILITY
ADMINISTRATIVE PRINCIPLES
EDUCATIONAL ADMINISTRATION
EDUCATIONAL FINANCE
FINANCIAL POLICY
PERSONNEL MANAGEMENT
TIME
ADMINISTRATIVE PERSONNEL
BUSINESS ADMINISTRATION
EDUCATIONAL ASSESSMENT
EVALUATION CRITERIA
HIGHER EDUCATION
PERSONNEL POLICY

IDENTIFIERS

CENTRAL WASHINGTON STATE COLLEGE

CITATION STUDIES IN MANAGEMENT; V2 N5 JAN 1973

AVAILABILITY: NATIONAL ASSOCIATION OF COLLEGE AND UNIVERSITY BUSINESS OFFICERS, ONE DUPONT CIRCLE, WASHINGTON, D.C. 20036

EDRS PRICE MF-$0.76 PLUS POSTAGE. HC NOT AVAILABLE FROM EDRS.

E 5.0 BUSINESS MANAGEMENT

REPORT NUMBER ED103943

TITLE THE RESPONSIBILITIES OF THE SCHOOL BUSINESS ADMINISTRATOR IN SMALL SCHOOL DISTRICTS. A RESEARCH REPORT. RESEARCH BULLETIN NO. 16.

AUTHOR(S) KAISER, DALE E.; WEBB, O. GLENN

SOURCE ASSOCIATION OF SCHOOL BUSINESS OFFICIALS, CHICAGO, ILL. RESEARCH CORP.

NOTE 42 P.

PUB DATE 74

ABSTRACT

SCHOOL BUSINESS ADMINISTRATION IS RECOGNIZED AS AN IMPORTANT COMPONENT OF EDUCATIONAL ADMINISTRATION. THE CURRENT TREND TOWARD THE ADMINISTRATIVE TEAM CONCEPT OF ADMINISTRATION HAS ADDED PRESTIGE AND IMPORTANCE TO THE FUNCTION OF THE SCHOOL BUSINESS ADMINISTRATOR. THE STUDY REPORTED HERE REVEALED THAT A LARGE PERCENTAGE OF PRESENT SCHOOL DISTRICTS DO NOT HAVE AN ENROLLMENT THAT ALLOWS THE ADMINISTRATIVE STAFF TO HAVE MUCH DEPTH AND SPECIALIZATION. HOWEVER, AS PUPIL ENROLLMENT INCREASES ABOVE 1,500 PUPILS, THE SUPERINTENDENT IS ABLE TO APPOINT SPECIALIZED ADMINISTRATORS TO PERFORM SCHOOL BUSINESS ADMINISTRATION TASKS. THE ASSOCIATION OF SCHOOL BUSINESS OFFICIALS (ASBO) SHOULD ENCOURAGE SUPERINTENDENTS OF THE SMALL SCHOOL DISTRICTS THAT DO NOT HAVE SUPPORT PERSONNEL WHO ARE MEMBERS OF THE ASBO TO BECOME MEMBERS OF THE ASSOCIATION THEMSELVES. (AUTHOR/WM)

DESCRIPTORS

ADMINISTRATIVE PRESONNEL
BUSINESS ADMINISTRATION
ELEMENTARY SECONDARY EDUCATION
MANAGEMENT SYSTEMS
SCHOOL DISTRICTS
SCHOOL SIZE
SURVEYS
TABLES (DATA)
ADMINISTRATOR RESPONSIBILITY
EDUCATIONAL ADMINISTRATION
MANAGEMENT
SCHOOL ADMINISTRATION
SCHOOL DISTRICT SPENDING
STUDENT ENROLLMENT
SYSTEMS APPROACH
TEAM ADMINISTRATION

AVAILABILITY: OFFICE OF THE DIRECTOR OF RESEARCH, ASSOCIATION OF SCHOOL BUSINESS OFFICIALS, 2424 WEST LAWRENCE AVENUE, CHICAGO, ILLINOIS 60625 ($2.00; MAKE CHECKS PAYABLE TO ASBO)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

E 5.0 BUSINESS MANAGEMENT

REPORT NUMBER ED119377

TITLE THE COMPONENTS OF SOUND FINANCIAL MANAGEMENT.

AUTHOR(S) GRAYSON, ERNEST C.

NOTE 9 P.; SPEECH PRESENTED AT THE ANNUAL CONVENTION OF THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS (108TH, ATLANTIC CITY, FEBRUARY 20-23, 1976)

PUB DATE 20 FEB 76

ABSTRACT

SINCE EDUCATION IS BIG BUSINESS, IT SHOULD BE CONDUCTED IN A BUSINESSLIKE WAY. WITHOUT SOUND FINANCIAL MANAGEMENT, THE BEST INSTRUCTIONAL PROGRAM WILL FAIL. SEVERAL COMPONENTS MAKE UP A SOUND PROGRAM OF FINANCIAL MANAGEMENT. RESOURCES ARE BASIC, AND THESE VARY FROM DISTRICT TO DISTRICT. BEFORE ASKING FOR ADDITIONAL SUPPORT, SCHOOL ADMINISTRATORS MUST BE SURE THAT ALL AVAILABLE RESOURCES HAVE BEEN FULLY UTILIZED. ENROLLMENT MUST ALSO BE CONSIDERED. WITHOUT GOOD DATA ABOUT EXPECTED ENROLLMENT, SOUND FINANCIAL MANAGEMENT IS IMPOSSIBLE. ANOTHER IMPORTANT COMPONENT IS STAFFING. STAFFING A SCHOOL SYSTEM IS A COMPLEX MATTER, AND ITS COST FACTOR IS THE LARGEST IN THE SCHOOL BUDGET. CAREFUL PLANNING IS ANOTHER COMPONENT OF SOUND FINANCIAL MANAGEMENT, AND A BUDGET CALENDAR IS ABSOLUTELY NECESSARY IN PLANNING. ALSO VITAL IS A CAREFUL FOLLOWUP TO ENSURE THAT VARIOUS DEPARTMENTS STAY WITHIN THEIR BUDGETS. FEDERAL FUNDS ARE AVAILABLE, OF COURSE, BUT QUALIFYING FOR FEDERAL MONEY IS A MIXED BLESSING IF A SCHOOL SYSTEM GOES BROKE IN THE PROCESS. IN CONCLUSION, SOUND FINANCIAL MANAGEMENT CAN BE SUMMED UP IN ONE WORD--RESPONSIBILITY. (AUTHOR/JG)

DESCRIPTORS

ADMINISTRATOR RESPONSIBILITY
EDUCATIONAL ADMINISTRATION
EDUCATIONAL PLANNING
ENROLLMENT PROJECTIONS
FINANCIAL POLICY
BUDGETING
EDUCATIONAL FINANCE
ELEMENTARY SECONDARY EDUCATION
FEDERAL AID

IDENTIFIERS

FINANCIAL MANAGEMENT

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REPORT NUMBER ED082315

TITLE SCHOOL BOARD POLICIES ON SCHOOL SAFETY & SECURITY. EDUCATIONAL POLICIES DEVELOPMENT KIT.

SOURCE NATIONAL SCHOOL BOARDS ASSOCIATION, WATERFORD, CONN. EDUCATIONAL POLICIES SERVICE.

NOTE 28 P.

PUB DATE 73

ABSTRACT

THIS REPORT PROVIDES BOARD POLICY SAMPLES AND OTHER POLICY RESOURCES ON SCHOOL SAFETY AND SECURITY. THE INTENT IN PROVIDING POLICY SAMPLES IS TO ENCOURAGE THINKING IN POLICY TERMS AND TO PROVIDE WORKING PAPERS THAT CAN BE EDITED, MODIFIED, OR ADAPTED TO MEET LOCAL REQUIREMENTS. POLICIES ARE PRESENTED IN THREE AREAS OF SCHOOL SECURITY AND SAFETY: ACCIDENTS THAT CAUSE INJURY; CRIMINAL ACTS AGAINST INDIVIDUALS IN THE SCHOOLS, OR AGAINST THE SCHOOLS THEMSELVES; AND OTHER EMERGENCIES INCLUDING FIRE, STORMS, SUTDNET DEMONSTRATIONS, AND BOMB SCARES. A BIBLIOGRAPHY OF ADDITIONAL RESOURCES OF SCHOOL SAFETY AND SECURITY IS ALSO INCLUDED. (AUTHOR/DN)

DESCRIPTORS

ADMINISTRATOR GUIDES
DECISION MAKING
EDUCATIONAL POLICY
LEGAL RESPONSIBILITY
SAFETY
SCHOOL SAFETY
BOARD OF EDUCATION POLICY
EDUCATIONAL ENVIRONMENT
LEGAL PROBLEMS
POLICY FORMATION
SCHOOL RESPONSIBILITY
SECURITY

AVAILABILITY: NATIONAL SCHOOL BOARDS ASSOCIATION, STATE NATIONAL BANK PLAZA, EVANSTON, ILLINOIS 60201 (KIT #73-34, 1-3 KITS $2.00, QUANTITY DISCOUNTS)

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

REPORT NUMBER ED063658

TITLE A COMPREHENSIVE SCHOOL SAFETY EDUCATION PROGRAM.

AUTHOR(S) GILLILAND, LONNIE; GILLILAND, LILLIAN

SOURCE EDUCATIONAL SERVICE BUREAU, INC., WASHINGTON, D.C.
ADMINISTRATIVE LEADERSHIP SERVICE.

NOTE 76 P.

PUB DATE 69

ABSTRACT

THIS REPORT DISCUSSES VARIOUS FACETS OF A SCHOOL SAFETY EDUCATION PROGRAM. IT DISCUSSES (1) THE SCOPE OF A SCHOOL SAFETY EDUCATION CURRICULUM, (2) THE METHODS OF INCLUDING SAFETY EDUCATION INSTRUCTION IN A SCHOOL CURRICULUM, (3) SOME STUDENT SAFETY ORGANIZATIONS, (4) THE PROVISION OF A SYSTEMWIDE PROGRAM, AND (5) THE DEVELOPMENT OF SAFETY POLICIES AND PRACTICES. (PHOTOGRAPHS MAY REPRODUCE POORLY.) (JF)

DESCRIPTORS
CURRICULUM
FIRE PROTECTION
MOTOR VEHICLES
SCHOOL POLICY
STUDENT PARTICIPATION
TRAFFIC ACCIDENTS
DRIVER EDUCATION
FIRE SCIENCE EDUCATION
SAFETY EDUCATION
SCHOOL SAFETY
SUPERINTENDENT ROLE
TRAFFIC SAFETY

AVAILABILITY: EDUCATIONAL SERVICE BUREAU, INC., 1835 'K' STREET, N.W.,
WASHINGTON, D.C. 20006 ($5.95)

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

EA 5.10 GOALS AND OBJECTIVES

REPORT NUMBER ED017995

TITLE SCHOOL SAFETY EDUCATION CHECKLIST--ADMINISTRATION, ISNTRUCTION, PROTECTION.

SOURCE NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D.C.

NOTE 40 P.

PUB DATE 67

ABSTRACT

THIS CHECKLIST IS AN EVALUATE TOOL FOR PLANNING PROGRAM IMPROVEMENT. PURPOSING TO STIMULATE THOUGHT AND ACTION ON PROBLEMS OF SAFETY EDUCATION IN SCHOOLS, IT IS DESIGNED TO ENCOURAGE INSPECTIONS OF SCHOOL BUILDINGS FOR (1) SAFE CONDITIONS OF STRUCTURES, GROUNDS, AND EQUIPMENT, (2) SAFE PRACTICES, AND (3) OPTIMUM USE OF THESE SAFE PRACTICES IN THE SCHOOL SAFETY EDUCATION PROGRAM. THIS DOCUMENT IS AVAILABLE FOR $1.00 AS STOCK NO. 461-13940 FROM THE NATIONAL COMMISSION ON SAFETY EDUCATION, NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (HM)

DESCRIPTORS

BUS TRANSPORTATION
COMMUNITY RESOURCES
FIRE PROTECTION
SAFETY EDUCATION
SCHOOL PERSONNEL
TRAFFIC ACCIDENTS
CIVIL DEFENSE
DRIVER EDUCATION
PUBLIC SCHOOLS
SCHOOL ACCIDENTS
SCHOOL SAFETY
TRAFFIC SAFETY

IDENTIFIERS

DISTRICT OF COLUMBIA

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

EA 5.10 GOALS AND OBJECTIVES

REPORT NUMBER ED105964

TITLE PLAY IT SAFE: CREATING A SAFE ENVIRONMENT FOR CHILDREN.

AUTHOR(S) GLICK, STEVEN; RUDOLPH, BRENDA

SOURCE OAKLAND UNIV., ROCHESTER, MICH. SCHOOL OF EDUCATION

NOTE 81 P.; FOR RELATED DOCUMENTS, SEE PS 007 710, 711, 714

PUB DATE 74

ABSTRACT

THIS BOOKLET DESCRIBES THE MATERIALS, OBJECTIVES, AND PROCEDURES OF A PARENT WORKSHOP ON HOME AND TOY SAFETY. THE WORKSHOP WAS DESIGNED TO ENCOURAGE PARENTS TO USE COMMON SENSE, APPLY WHAT THEY ALREADY KNOW ABOUT SAFETY, BE PREPARED TO HANDLE EMERGENCY SITUATIONS EFFECTIVELY, AND BE ALERT TO THE POTENTIAL DANGERS OF TOYS. CONTAINED IN THE BOOKLET ARE THE WORKSHOP HANDOUTS: CHARTS DEFINING DEVELOPMENTAL TASKS AND THE SAFE WAY TO PERFORM THEM WITH CHILDREN FROM BIRTH TO THREE YEARS; HOUSEHOLD SAFETY GUIDELINES FOR ALL AREAS OF THE HOUSE; FACT SHEETS ON POINSONOUS MATERIALS AND ELECTRICAL SAFETY; INFORMATION ON FIRE SAFETY AND EMERGENCY PROCEDURES; SCHOOL SAFETY AND HEALTH EMERGENCY POLICIES; LEAD POISONING INFORMATION; GUIDELINES FOR CHOOSING LARGE AND SMALL, INDOOR AND OUTDOOR TOYS ACCORDING TO AGE AND ABILITY; AND EMERGENCY FIRST AID INFORMATION. RESOURCES FOR PREPARING AND PROCURING WORKSHOP MATERIALS ARE GIVEN, INCLUDING ANNOTATED BIBLIOGRAPHIES, AGENCIES TO CONTACT FOR MORE INFORMATION AND MATERIALS, AND A WORKSHOP EVALUATION QUESTIONNAIRE. (ED)

DESCRIPTORS

ANNOTATED BIBLIOGRAPHIES
FIRE PROTECTION
HOME MANAGEMENT
LEAD POISONING
PARENT WORKSHOPS
SAFETY EDUCATION
SLIDES
EARLY CHILDHOOD
FIRST AID
INSTRUCTIONAL MATERIALS
PARENT EDUCATION
RESOURCE MATERIALS
SCHOOL SAFETY
TOYS

IDENTIFIERS

EARLY CHILDHOOD EDUCATION PROJECT

AVAILABILITY: PUBLICATIONS, ATTN: VICKI HOPSON, EARLY CHILDHOOD EDUCATION PROJECT, OAKLAND UNIVERSITY, SCHOOL OF EDUCATION, 412 ZARNER HALL, ROCHESTER, MICHIGAN 48063 (PAPER, SEND CHECK, $3.00)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

EB 5.20 BUILDINGS AND GROUNDS MANAGEMENT also, EDC 5.305

REPORT NUMBER ED082315

TITLE SCHOOL BOARD POLICIES ON SCHOOL SAFETY AND SECURITY. EDUCATIONAL POLICIES DEVELOPMENT KIT.

SOURCE NATIONAL SCHOOL BOARDS ASSOCIATION, WATERFORD, CONN. EDUCATIONAL POLICIES SERVICE.

NOTE 28 P.

PUB DATE 73

ABSTRACT

THIS REPORT PROVIDES BOARD POLICY SAMPLES AND OTHER POLICY RESOURCES ON SCHOOL SAFETY AND SECURITY. THE INTENT IN PROVIDING POLICY SAMPLES IS TO ENCOURAGE THINKING IN POLICY TERMS AND TO PROVIDE WORKING PAPERS THAT CAN BE EDITED, MODIFIED, OR ADAPTED TO MEET LOCAL REQUIREMENTS. POLICIES ARE PRESENTED IN THREE AREAS OF SCHOOL SECURITY AND SAFETY: ACCIDENTS THAT CAUSE INJURY; CRIMINAL ACTS AGAINST INDIVIDUALS IN THE SCHOOLS, OR AGAINST THE SCHOOLS THEMSELVES; AND OTHER EMERGENCIES INCLUDING FIRE, STORMS, STUDENT DEMONSTRATIONS, AND BOMB SCARES. A BIBLIOGRAPHY OF ADDITIONAL RESOURCES ON SCHOOL SAFETY AND SECURITY IS ALSO INCLUDED. (AUTHOR/DN)

DESCRIPTORS

ADMINISTRATOR GUIDES
DECISION MAKING
EDUCATIONAL POLICY
LEGAL RESPONSIBILITY
SAFETY
SCHOOL SAFETY
BOARD OF EDUCATION POLICY
EDUCATIONAL ENVIRONMENT
LEGAL PROBLEMS
POLICY FORMATION
SCHOOL RESPONSIBILITY
SECURITY

AVAILABILITY: NATIONAL SCHOOL BOARDS ASSOCIATION, STATE NATIONAL BANK PLAZA, EVANSTON, ILLINOIS 60201 (KIT #73-34, 1-3 KITS $2.00, QUANTITY DISCOUNTS)

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

EB 5.20 BUILDINGS AND GROUNDS MANAGEMENT

REPORT NUMBER EJ039331

TITLE THE UNENDING SEARCH FOR WAYS TO ECONOMIZE

AUTHOR(S) TONIGAN, RICHARD F.

PUB DATE JUN 71

ABSTRACT

PLANT MANAGEMENT OFFERS MORE WAYS OF ACHIEVING ECONOMY THAN DO OTHER PARTS OF A SCHOOL OPERATION. (AUTHOR)

DESCRIPTORS

BUILDING OPERATION
EXPENDITURES
SCHOOL DISTRICT SPENDING
EDUCATIONAL FINANCE
SCHOOL ADMINISTRATION
SCHOOL MAINTENANCE

CITATION SCHOOL MANAGEMENT; 15; 6; 34

EB 5.20 BUILDINGS AND GROUNDS MANAGEMENT

REPORT NUMBER EJ065827

TITLE POSSIBLE AREAS FOR ECONOMY IN PLANT ADMINISTRATION

AUTHOR(S) TONIGAN, RICHARD

PUB DATE NOV 72

ABSTRACT

IDENTIFIES A NUMBER OF TECHNIQUES THAT CAN HELP KEEP DOWN THE COST OF OPERATING PLANT MANAGEMENT PROGRAMS. DISCUSSED ARE ADMINISTRATIVE ECONOMIES, PURCHASING ECONOMIES, MANPOWER SAVINGS, MAINTENANCE SAVING, AND COST-BENEFIT ANALYSIS. (AUTHOR/DN)

DESCRIPTORS

ADMINISTRATIVE CHANGE
EDUCATIONAL FINANCE
MANPOWER UTILIZATION
PURCHASING
SCHOOL BUILDINGS
COST EFFECTIVENESS
INSPECTION
PAINTING
SCHOOL ADMINISTRATION
SCHOOL MAINTENANCE

CITATION SCHOOL MANAGEMENT; 16; 11; 10-11

REPORT NUMBER ED015633

TITLE SCHOOL PLANT MANAGEMENT FOR SCHOOL ADMINISTRATORS.

AUTHOR(S) ENGMAN, JOHN DAVID

SOURCE GULF SCHOOL RESEARCH DEVELOPMENT ASSOCIATION, HOUSTON, TEX.

NOTE 236 P.

PUB DATE 62

ABSTRACT

THIS REPORT IS A COMPILATION OF STUDIES ON SIGNIFICANT ASPECTS IN SCHOOL PLANNING AND OPERATION. A RELATIONSHIP IS SHOWN BETWEEN CURRICULUM, PERSONNEL AND AUXILIARY SERVICES IN EDUCATIONAL PROGRAM OPERATIONS. THE REPORT INCLUDES PLANNING, MANAGEMENT AND OPERATION OF SUCH AREAS AS--NONINSTRUCTIONAL PERSONNEL POLICIES, CUSTODIAL SERVICES, OPERATIONAL AND PREVENTIVE MAINTENANCE, AESTHETICS AND THE SCHOOL PLANT, PLANT UTILIZATION, COMMUNITY RELATIONS, PLANT SAFETY AND HYGIENE, SCHOOL MODERNIZATION, THE SCHOOL BUSINESS OFFICE, AND THE EVALUATION OF PLANT MANAGEMENT PROCEDURES. RECORD, ORDER AND EVALUATION FORMS AS WELL AS BIBLIOGRAPHIES ARE INCLUDED FOR A NUMBER OF THE STUDIES. THIS DOCUMENT IS ALSO AVAILABLE FROM THE GULF SCHOOL RESEARCH DEVELOPMENT ASSOCIATION, 3801 CULLEN BOULEVARD, HOUSTON 4 TEXAS, FOR \$2.50. (GM)

DESCRIPTORS

ELEMENTARY SCHOOLS
HEALTH FACILITIES
MAINTENANCE
SCHOOL ADMINISTRATION
FACILITY UTILIZATION RESEARCH
HIGH SCHOOLS
PLANNING
SCHOOL MAINTENANCE

IDENTIFIERS

TEXAS

EDRS PRICE MF-\$0.75 HC-\$11.40 PLUS POSTAGE

EB 5.20 BUILDINGS AND GROUNDS MANAGEMENT

REPORT NUMBER ED036999

TITLE MINIMUM MAINTENANCE PLANNING FOR SCHOOL GROUNDS.

AUTHOR(S) BRUNING, WALTER F.

NOTE 10 P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE ASSOCIATION OF SCHOOL BUSINESS OFFICIALS (49TH, DENVER, COLORADO, 3-8 NOVEMBER 1963)

PUB DATE NOV 63

ABSTRACT

SEVERAL FACTORS AFFECTING SCHOOL GROUND MAINTENANCE, INCLUDING ACCESSIBILITY, SITE SIZE, TOPOGRAPHY, EXPOSURE, AND SOIL CONDITIONS, ARE DISCUSSED. CONSIDERATION IS ALSO GIVEN TO SITE PLANNING, MAINTENANCE MATERIALS, LAWN DEVELOPMENT, AND SELECTION OF MAINTENANCE EQUIPMENT. (FS)

DESCRIPTORS

MANAGEMENT
SCHOOL LOCATION
SITE DEVELOPMENT
TURF MANAGEMENT
SCHOOL ADMINISTRATION
SCHOOL MAINTENANCE
SITE SELECTION

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

EB 5.20 BUILDINGS AND GROUNDS MANAGEMENT

REPORT NUMBER EJ053999

TITLE WHAT'S AHEAD IN SCHOOL SAFETY?

AUTHOR(S) FOSTER, CHARLES W.

PUB DATE APR 72

DESCRIPTORS

ACCIDENT PREVENTOION
FEDERAL LEGISLATION
SCHOOL ACCIDENTS
SCHOOL ROLE
EDUCATIONAL ACCOUNTABILITY
SAFETY EDUCATION
SCHOOL ADMINISTRATION
SCHOOL SAFETY

IDENTIFIERS

OCCUPATIONAL SAFETY AND HEALTH ACE OSHA

CITATION SCHOOL SHOP; 31; 8; 62-64

EBA 5.201 INSURANCE PROGRAM

REPORT NUMBER EJ092692

TITLE DON'T GET BURNED WHEN BUYING FIRE INSURANCE

AUTHOR(S) GUILES, ROGER

PUB DATE MAR 74

ABSTRACT

AN INSURANCE CONSULTANT EXPLAINS SOME COMMON MISCONCEPTIONS ABOUT SCHOOL FIRE INSURANCE AND RECOMMENDS STEPS FOR CHECKING COVERAGE. (AUTHOR/DN)

DESCRIPTORS

FIRE INSURANCE
ADMINISTARTOR GUIDES
SCHOOL DISTRICT SPENDING
FINANCIAL SERVICES
ELEMENTARY SCHOOLS
CONTRACTS
SCHOOLS
FINANCIAL POLICY
LEGAL PROBLEMS
SECONDARY SCHOOLS

CITATION NATION'S SCHOOLS; 93; 3; 36-38

EBA 5.201 INSURANCE PROGRAM

REPORT NUMBER ED036998

TITLE CRITERIA FOR THE EVALUATION OF INSURANCE MANAGEMENT IN SCHOOL DISTRICTS.

AUTHOR(S) BRADLEY, C.E.

NOTE 4 P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE ASSOCIATION OF SCHOOL BUSINESS OFFICIALS (49TH, DENVER, COLORADO, 3-8 NOVEMBER 1963)

PUB DATE NOV 63

ABSTRACT

IN ADDITION TO GENERAL RULES FOR GOOD INSURANCE MANAGEMENT IN SCHOOL DISTRICTS, A NUMBER OF QUESTIONS ARE PRESENTED FOR USE IN EVALUATING THE ADMINISTARTOR'S EFFECTIVENESS IN INSURANCE MANAGEMENT. (FS)

DESCRIPTORS

EDUCATIONAL FINANCE
GUIDELINES
MONEY MANAGEMENT
SCHOOL ADMINISTRATION
FINANCIAL POLICY
INSURANCE PROGRAMS
PERFORMANCE CRITERIA

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

EBBA 5.202 FIRE PROTECTION also, EBBC 5.204

REPORT NUMBER EJ105269

TITLE DON'T FORGET - FIRE SAFETY

PUB DATE NOV 74

ABSTRACT

ARTICLE CONSIDERED SCHOOL FIRE SAFETY, STUDENT PREPARATION IN CASE OF FIRE, AND THE RESPONSIBILITIES OF THE SCHOOL SUPERINTENDENT IN SETTING GUIDELINES FOR AN EFFECTIVE FIRE SAFETY PROGRAM. (RK)

DESCRIPTORS

FIRE PROTECTION
STUDENT EXPERIENCE
PROGRAM DEVELOPMENT
BOARDS OF EDUCATION
SAFETY
SCHOOL SUPERINTENDENTS
SUPERINTENDENT ROLE

CITATION NJEA REVIEW; 48; 3; 26-7

EBBC 5.204 EMERGENCY DRILLS

REPORT NUMBER ED033546

TITLE PENTAGON. CIVIL DEFENSE AND FIRE INSTRUCITONS. PART 2: SHELTER MANAGEMENT.

SOURCE OFFICE OF THE ARMY HEADQUARTERS COMMANDANT, WASHINGTON, D.C. THE PENTAGON.

NOTE 32 P.

PUB DATE 14 JUN 65

ABSTRACT

THIS INSTRUCTIONAL GUIDE TO CIVIL DEFENSE SHELTER MANAGEMENT IS GIVEN AS AN AID TO SHELTER SURVIVAL TECHNIQUES RATHER THAN TO SHELTER COMFORT. THE BASIS, PURPOSES, AND ORGANIZATION OF SHELTER ADMINISTRATION ARE OUTLINED, WITH INSTRUCTIONS ON--(1) SHELTER MANAGEMENT, (2) SHELTER TEAMS AND FUNCTIONS, (3) SUPPLIES AND LOCATIONS, AND (4) DAILY SHELTER SCHEDULING. A SECTION ON SHELTER FUNCTIONS AND REGULATIONS DEALS WITH--(1) FEEDING, (2) SLEEPING, (3) SANITATION AND MEDICINE, (4) RADIOLOGICAL DEFENSE, AND (5) COMMUNICATIONS. EXAMPLE SCHEDULES ARE ALSO GIVEN. (TG)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
COORDINATION
DECISION MAKING
FACILITY GUIDELINES
FOOD HANDLING FACILITIES
HEALTH FACILITIES
MANAGEMENT
ORGANIZATIONS (GROUPS)
RADIATION EFFECTS
SCHEDULING
SUPPLIES
BUILDING OPERATION
CRITERIA
FACILITIES
FALLOUT SHELTERS
GROUP STRUCTURE
INTERACTION
MEDICAL SERVICES
PLANNING
SANITATION
SUPERVISORY ACTIVITIES

AVAILABILITY: OFFICE OF THE ARMY HEADQUARTERS COMMANDANT, MILITARY DISTRICT OF WASHINGTON, U.S. ARMY, THE PENTAGON, WASHINGTON, D.C.

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

EBBC 5.204 EMERGENCY DRILLS

REPORT NUMBER ED102384

TITLE FIRE PREVENTION EDUCATION

AUTHOR(S) EHMANN, JEANNE; CLAUS, WILLIAM C.

SOURCE NEW YORK STATE EDUCATION DEPT., ALBANY. BUREAU OF ELEMENTARY CURRICULUM DEVELOPMENT.; NEW YORK STATE EDUCATION DEPT., ALBANY. BUREAU OF SECONDARY CURRICULUM DEVELOPMENT.

NOTE 66 P.

PUB DATE 74

ABSTRACT

THE FIRE PREVENTION EDUCATION BULLETIN HELPS SCHOOLS CONTINUE THEIR WORK TO MAKE THE HOME, SCHOOL, AND COMMUNITY SAFE PALCES IN WHICH TO LIVE AND TO HELP CHILDREN AND YOUNG PEOPLE LIVE IN SAFE WAYS WITHOUT DEVELOPING UNDUE FEARS. BRIEFLY DISCUSSED ARE THE GOALS OF A FIRE PREVENTION PROGRAM, WHO SHOULD BE CONCERNED WITH FIRE PREVENTION EDUCATION, WHERE THE SCHOOL' RESPONSIBILITY LIES, AND WHAT APPROACH SHOULD BE USED IN THE DEVELOPMENT OF A SCHOOL FIRE PREVENTION PROGRAM. SUGGESTED LEARNINGS ARE GIVEN FOR THE K-3 PROGRAM IN SUCH AREAS AS THE HOME, SCHOOL, NEIGHBORHOOD, AND COMMUNITY AND ARE INTEGRATED WITH THE SCIENCE AND SOCIAL STUDIES CURRICULUM. THE SUGGESTED LEARNINGS FOR GRADES FOUR THROUGH SIX CENTER ON FIRE PREVENTION IN OUR COUNTRY AND IN SELECTED REGIONS OF THE WORLD AND ARE INTEGRATED WITH THE SCIENCE AND SOCIAL STUDIES CURRICULUM. GRADES SEVEN THROUGH TWELVE SUGGESTED LEARNINGS CONCENTRATE ON VARIOUS SCIENTIFIC ONCEPTS AND ARE INTEGRATED WITH OTHER SPECIFIC CURRICULUM AREAS. THE DOCUMENT CONCLUDES WITH A DISCUSSION OF FIRE DRILL GUIDELINES FOR THE SCHOOL AND HOME, A HOME FIRE DRILL INSPECTION BLANK, AND HOW TO EVALUATIE A FIRE PREVENTION PROGRAM. APPENDED TO THE DOCUMENT ARE INFORMATION ON VARIOUS KINDS OF FIRE EXTINGUISHERS AND NEW YORK STATE'S FIRE DRILL AND FIRE PREVENTION EDUCATION LAWS. (AUTHOR/BP)

DESCRIPTORS

CURRICULUM GUIDES
ELEMENTARY SECONDARY EDUCATION
INTEGRATED CURRICULUM
SAFETY EDUCATION
SCHOOL SAFETY
STATE PROGRAMS
EDUCATIONAL OBJECTIVES
FIRE PROTECTION
LEARNING ACTIVITIES
SCHOOL RESPONSIBILITY
STATE LEGISLATION

EDRS PRICE MF-$0.76 HC-$3.32 PLUS POSTAGE

EBBD 5.205 EMERGENCY CLOSING OF SCHOOLS

REPORT NUMBER	ED112454
TITLE	DECLINING ENROLLMENT. THE BEST OF ERIC NO. 12.
SOURCE	OREGON UNIV., EUGENE. ERIC CLEARINGHOUSE ON EDUCATIONAL MANAGEMENT.
NOTE	5 P.
PUB DATE	OCT 75

ABSTRACT

THE 14 ENTRIES CITED IN THIS ANNOTATED BIBLIOGRAPHY PROVIDE INFORMATION ON A VARIETY OF TOPICS ASSOCIATED WITH DECLINING ENROLLMENTS--CLOSING SCHOOLS, REDUCING THE TEACHER FORCE, MAINTAINING GOOD RELATIONS WITH THE PUBLIC, USING RELEASED SPACE, FORECASTING ENROLLMENTS, AND RELATED PLANNING AND POLICY MATTERS. (IRT)

DESCRIPTORS

ANNOTATED BIBLIOGRAPHIES
EDUCATIONAL FACILITIES
ELEMENTARY SECONDARY EDUCATION
ENROLLMENT TRENDS
SCHOOL CLOSING
BOARD OF EDUCATION POLICY
EDUCATIONAL PLANNING
ENROLLMENT PROJECTIONS
JOB LAYOFF
SCHOOL COMMUNITY RELATIONSHIP

AVAILABILITY: ERIC/CEM, UNIVERSITY OF OREGON, EUGENE, OREGON 97403 (FREE)

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

EBE 5.206 CLEANING PROGRAM

REPORT NUMBER ED058623

TITLE BUILDING MAINTENANCE. EDUCATIONAL FACILITIES REVIEW SERIES NUMBER 3.

AUTHOR(S) PIELE, PHILIP K.

SOURCE OREGON UNIV., EUGENE. ERIC CLEARINGHOUSE ON EDUCATIONAL MANAGEMENT.

NOTE 8 P.

PUB DATE JAN 72

ABSTRACT

SOPHISTICATED HEATING, ELECTRICAL SANITATION, AND RECREATIONAL SYSTEMS REQUIRE MORE TIME AND CONCERN FROM SCHOOL ADMINISTRATORS THAN DID THEIR SIMPLER COUNTERPARTS IN THE PAST. THE COMPLICATED TRAINING AND WORKLOAD SCHEDULING OF PERSONS CHARGED WITH ACTUAL MAINTENANCE OPERATIONS ALSO REQUIRE MORE ATTENTION. DURING THE PAST DECADE, A BODY OF LITERATURE HAS GROWN TOADI THE BEWILDERED ADMINISTRATOR IN CONFRONTING MAINTENANCE PROBLEMS. THE 19 DOCUMENTS EXAMINED IN THIS REVIEW OFFER TECHNIQUES FOR MANAGING AND MAINTAINING A CLEAN, SAFE, AND PLEASANT SCHOOL BUILDING. (AUTHOR)

DESCRIPTORS

ADMINISTRATIVE PROBLEMS
CUSTODIAN TRAINING
EQUIPMENT MAINTENANCE
HEATING
LITERATURE REVIEWS
SANITATION
SCHOOL MAINTENANCE
COSTS
EDUCATIONAL FACILITIES
FLOORING
LIGHTING
RECREATIONAL FACILITIES
SCHOOL BUILDINGS
TECHNOLOGICAL ADVANCEMENT

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

EBF 5.207 SANITATION PROGRAM

REPORT NUMBER ED025916

TITLE SANITATION IN SCHOOL HOUSEKEEPING, A TRAINING COURSE FOR SCHOOL CUSTODIANS.

SOURCE FLORIDA STATE DEPT. OF EDUCATION, TALLAHASSEE. SCHOOL PLANT MANAGEMENT SECTION

NOTE 142 P.

PUB DATE MAY 65

ABSTRACT

THE MOST EFFICIENT AND MODERN METHODS FOR CLEANING AND SANITIZING SCHOOL FACILITIES ARE PRESENTED FOR THE BENEFIT OF SCHOOL CUSTODIANS. CAREFUL ATTENTION TO THE TOTAL SCHOOL ENVIRONMENT CAN BE SUPPORTIVE OF THE GENERAL EDUCATION PROGRAM AND AT THE SAME TIME MAKE A SOUND CONTRIBUTION TO THE HEALTH AND HEALTH EDUCATION. TOPICS DISCUSSED INCLUDE--(1) ORIENTATION AND DEFINITIONS, (2) BASIC BACTERIOLOGY AND CHEMISTRY, (3) CLEANING AND SANITIZING METHODS, AND (5) PEST CONTROL. A BIBLIOGRAPHY IS PROVIDED. (RK)

DESCRIPTORS

CLEANING
CUSTODIAN TRAINING
EQUIPMENT
HEALTH EDUCATION
HYGIENE
METHODS
SANITATION
SCHOOL MAINTENANCE
COMMUNICABLE DISEASES
DINING FACILITIES
HEALTH CONDITIONS
HEALTH FACILITIES
LOCKER ROOMS
PUBLIC HEALTH
SCHOOL ENVIRONMENT
STANDARDS

AVAILABILITY: SCHOOL PLANT MANAGEMENT SECTION, STATE DEPARTMENT OF EDUCATION, TALLAHASSEE, FLORIDA

EDRS PRICE MF-$0.75 HC-$6.60 PLUS POSTAGE

EBF 5.207 SANITATION PROGRAM

REPORT NUMBER ED083686

TITLE SCHOOL HOUSEKEEPING: A GUIDE FOR THE MODERN CUSTODIAN.

AUTHOR(S) DAY, C. WILLIAM, ED.; AND OTHERS

SOURCE TENNESSEE UNIV., KNOXVILLE. SCHOOL PLANNING LAB.

NOTE 106 P.

PUB DATE 70

ABSTRACT

THE NEW SCHOOL PLANTS CONTAIN A GREAT VARIETY OF MATERIALS AND EQUIPMENT THAT REQUIRE A GENERALLY HIGHER LEVEL OF CUSTODIAL COMPETENCE. THIS MANUAL WAS PREPARED AS A REFERENCE GUIDE PRIMARILY FOR CUSTODIANS. THE SIGNIFICANT TENETS OF PROPER CLEANING, CLEANING MATERIALS, AND SUGGESTED TIME SCHEDULES FORM IMPORTANT ASPECTS OF THE DOCUMENT. (AUTHOR)

DESCRIPTORS

CLEANING
EDUCATIONAL FACILITIES
EQUIPMENT STORAGE
SANITARY FACILITIES
SCHEDULING
CUSTODIAN TRAINING
EQUIPMENT MAINTENANCE
OCCUPATIONAL INFORMATION
SANITATION
SCHOOL MAINTENANCE

EDRS PRICE MF-$0.75 HC-$5.40 PLUS POSTAGE

EBG 5.208 BUILDING REPAIRS

REPORT NUMBER ED082289

TITLE BETTER SCHOOL BUILDINGS FOR LESS MONEY: A REPORT OF A SURVEY OF 50 PENNSYLVANIA SCHOOL BUILDINGS.

AUTHOR(S) COBER, JOHN G.; REYNOLDS, ROBERT N.

SOURCE PENNSYLVANIA STATE DEPT. OF EDUCATION, HARRISBURG. BUREAU OF EDUCATIONAL RESEARCH.

NOTE 62 P.

PUB DATE MAR 73

ABSTRACT

THIS STUDY OF FACILITIES CONSTRUCTED FROM 1965 THROUGH 1969 ATTEMPTED TO DETERMINE HOW TO EFFECT ECONOMY AND EFFICIENCY OF FUNCTION IN FUTURE SCHOOL BUILDINGS; AND TO DETERMINE WHETHER STATE BOARD OF EDUCATION REGULATIONS WERE VIEWED AS UNDERRESTRICTIVE, REASONABLE, OR OVERRESTRICTIVE; WHETHER EDUCATIONAL SPECIFICATIONS WERE DEVELOPED AND USED BY THE ARCHITECT IN PLANNING THE BUILDINGS; AND WHETHER THE BUILDINGS WERE BEING USED IN THE WAYS INTENDED. A SPECIAL SURVEY FORM WAS DEVELOPED TO GATHER DATA FROM PRINCIPALS OF BUILDINGS, SUPERINTENDENTS OF SCHOOLS, TEACHERS, BUILDING AND GROUNDS SUPERVISORS, AND CUSTODIANS. QUESTIONS RELATING TO ECONOMICS, STATE BOARD REGULATIONS, THE BETTER AND THE LESS SATISFACTORY FEATURES, AND THE EXTENT OF COMMUNICATION BETWEEN THE ARCHITECT AND EDUCATORS WERE ANSWERED FROM INTERVIEW RESPONSES OF THE VARIOUS LOCAL SCHOOL PEOPLE DATA CONCERNING ROOM SCHEDULE PRACTICES (INCLUDING UTILIZATION, NUMBER OF PUPILS, AND MULTIPURPOSE USE SPACES) WERE GATHERED FROM TABLES. THE REPORT LISTS COMMON MISTAKES TO AVOID, UNDERSCORES THE NEED FOR COMPREHENSIVELY DOCUMENTED EDUCATIONAL SPECIFICATIONS, AND PROVIDES SUGGESTIONS AND RECOMMENDATIONS FOR SCHOOL PERSONNEL PLANNING NEW FACILITIES. (PHOTOGRAPHS MAY REPRODUCE POORLY.) (AUTHOR)

DESCRIPTORS

BUILDING IMPROVEMENT
EDUCATIONAL SPECIFICATIONS
FACILITY PLANNING
SCHOOL BUILDINGS
SPACE UTILIZATION
COST EFFECTIVENESS
EVALUATION
FACILITY UTILIZATION RESEARCH
SCHOOL DESIGN
SURVEYS

IDENTIFIERS

PENNSYLVANIA

EDRS PRICE MF-$0.75 HC-$3.15 PLUS POSTAGE

ED 5.30 STUDENT TRANSPORTATION

REPORT NUMBER ED084644

TITLE MANAGING SCHOOL TRANSPORTATION. A HANGBOOK.

AUTHOR(S) WELLS, THOMAS L.

SOURCE ONTARIO DEPT. OF EDUCATION, TORONTO. SCHOOL BUSINESS AND FINANCE BRANCH.

NOTE 219 P.

PUB DATE FEB 73

ABSTRACT

WHILE IT IS MAINLY A REFERENCE WORK FOR THE TRANSPORTATION DEPARTMENT OF THE ONTARIO DEPARTMENT OF EDUCATION, THIS HANDBOOK SHOULD ALSO BE OF INTEREST TO SENIOR BUSINESS AND ACADEMIC STAFF AS WELL AS TO TRUSTEES INTERESTED IN SCHOOL TRANSPORTATION. IT HAS BEEN PREPARED TO ASSIST SCHOOL OFFICIALS BY PROVIDING INFORMATION AND GUIDELINES ON THE MANAGEMENT OF SCHOOL TRANSPORTATION SYSTEMS. EACH OF SEVEN SECTIONS DEALS WITH A SPECIFIC ASPECT OF SCHOOL TRANSPORTATION MANAGEMENT, SUCH AS RESPONSIBILITIES AND REPORTING RELATIONSHIPS FOR BOARD OF EDUCATION STAFF, TYPES OF SERVICE AND SAFETYPOLICIES, INFORMATION SYSTEMS FOR ROUTE DESIGN AND COLLECTING STUDENTS, ROUTE DESIGN AND PLANNING, CONTRACTING, BOARD-OWNED OPERATIONS, AND THE MINISTRY OF EDUCATION'S TRANSPORTATION GRANTS STRUCTURE. THE APPENDIXES CONTAIN THE RESULTS OF A SURVEY OF CURRENT TRANSPORTATION PRACTICES OF ONTARIO BOARDS, A HISTORY OF SCHOOL BUSING IN ONTARIO, OTHER ITEMS OF INTEREST TO A TRANSPORTATION DEPARTMENT, MINISTRY OF EDUCATION TRANSPORTATION FORMS, AND A LIST OF ACKNOWLEDGMENTS. (AUTHOR/MLF)

DESCRIPTORS

ADMINISTRATOR GUIDES
CONTRACTS
ELEMENTARY SCHOOLS
INFORMATION SYSTEMS
MANUALS
PURCHASING
SCHEDULING
SECONDARY SCHOOLS
BOARDS OF EDUCATION
DRIVER EDUCATION
EQUIPMENT MAINTENANCE
MANAGEMENT
POLICY FORMATION
SAFETY
SCHOOL BUSES
STUDENT TRANSPORTATION

IDENTIFIERS

CANADA
ROUTE DESIGNS

EDRS PRICE MF-$0.75 HC-$10.20 PLUS POSTAGE

ED 5.30 STUDENT TRANSPORTATION

REPORT NUMBER ED096510

TITLE MANAGERIAL RESOURCES AND PERSONNEL PRACTICES IN URBAN MASS TRANSPORTATION.

AUTHOR(S) MUNDY, RAY A.; SPYCHALSKI, JOHN C.

SOURCE PENNSYLVANIA STATE UNIV., UNIVERSITY PARK. PENNSYLVANIA TRANSPORTATION AND TRAFFIC SAFETY CENTER.

NOTE 321 P.

PUB DATE NOV 73

ABSTRACT

THE PRIMARY PURPOSE OF THIS PROJECT WAS TO IDENTIFY AND EVALUATE POLICIES, PRACTICES, AND OTHER CONDITIONS RELATING TO THE SUPPLY OF MANAGERIAL PERSONNEL IN THE URBAN MASS TRANSIT INDUSTRY. THE STUDY, CONDUCTED DURING 1972-1973, SOUGHT TO PROVIDE INFORMATION CONCERNING THE FOLLOWING: AN INVENTORY OF MANAGEMENT, TECHNICAL, AND SUPERVISORY PERSONNEL IN THE INDUSTRY; A CURRENT PROFILE OF MANAGEMENT AND TECHNICAL PERSONNEL; A SUMMARY OF PERSONNEL PRACTICES AND TRAINING METHODS NOW BEING USED IN THEINDUSTRY; AN ASSESSMENT OF MANPOWER DEMAND AND SUPPLY IN THE INDUSTRY BY ADMINISTRATIVE LEVELS; AND A REVIEW OF THE ROLES OF THE URBAN MASS TRANSPORTATION ADMINISTRATION (UMTA), UNIVERSITIES, AND THE INDUSTRY IN IMPROVING THE TRAINING OF PERSONNEL IN THE TRANSIT INDUSTRY WITH RESPECT TO TRAINING METHODS, COURSE CONTENTS, LEVEL OF SUPPORT FOR TRAINEES AND RELATED MATTERS. QUESTIONNAIRES SUPPLEMENTED BY PERSONAL INTERVIEWS WITH TRANSIT PROPERTY OFFICIALS WERE USED TO OBTAIN DATA. LITTLE FORMAL ORGANIZATION AND PLANNING CONCERNING THE DEVELOPMENT AND UTILIZATION OF HUMAN MANAGERIAL RESOURCES WERE FOUND TO EXIST. URGENT ACTION IS NEEDED TO PREVENT DETERIORATION OF THEINDUSTRY'S MANAGEMENT STRUCTURE. (NTIS/MW)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
MANAGEMENT DEVELOPMENT
MANAGEMENT SYSTEMS
OPERATIONS RESEARCH
POLICY FORMATION
TRAINING TECHNIQUES
URBAN AREAS
EVALUATION
MANAGEMENT EDUCATION
MANPOWER UTILIZATION
PERSONNEL POLICY
QUESTIONNAIRES
TRANSPORTATION

IDENTIFIERS

MANPOWER RESEARCH
MASS TRANSIT INDUSTRY

AVAILABILITY: NATIONAL TECHNICAL INFORMATION SERVICE, SPRINGFIELD, VIRGINIA 22151 (PB-231- 433; MF-$1.45, HC-$7.25)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

EDCH 5.304 SCHOOL BUS SAFETY INSPECTIONS

REPORT NUMBER ED049541

TITLE BUS OPERATIONS FOR PUPIL TRANSPORTATION. 'CHROME-YELLOW AND RED LIGHTS.'

AUTHOR(S) RANNELS, MORRIS W.

NOTE 17 P.; PAPER PRESENTED AT AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS ANNUAL CONVENTION. (103RD, ATLANTIC CITY, NEW JERSEY, FEBRUARY 20-24, 1971)

PUB DATE FEB 71

ABSTRACT

THIS PAPER IS BASED ON A COMMITTEE REPORT OF THE LAST NATIONAL SCHOOL BUS CONFERENCE ON 'MINIMUM STANDARDS FOR SCHOOL BUSES.' STANDARDS FOR SCHOOL BUS OPERATIONS ARE INCLUDED FOR (1) ADMINISTRATORS, (2) SUPERVISORS, (3) SCHOOL BUS DRIVERS, (4) STUDENT PASSENGERS, AND (5) MAINTENANCE AND SERVICE PERSONNEL. THE REPORT DEALS ALSO WITH PROCEDURES FOR AND EVALUATION OF PUPIL TRANSPORTATION OPERATIONS. THE LEGAL IMPLICATIONS OF STUDENTS' SAFETY AND HEALTH WHILE PASSENGERS ON SCHOOL BUSES ARE DISCUSSED. (AUTHOR/MLF)

DESCRIPTORS

EQUIPMENT MAINTENANCE
EVALUATION
SAFETY
SCHOOL RESPONSIBILITY
STUDENT TRANSPORTATION
EQUIPMENT STANDARDS
LEGAL RESPONSIBILITY
SCHOOL BUSES
SPEECHES

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

EDCH 5.304 SCHOOL BUS SAFETY INSPECTIONS

REPORT NUMBER ED064760

TITLE MINIMUM STANDARDS FOR SCHOOL BUSES, REVISED. RECOMMENDATIONS OF NATIONAL CONFERENCE ON SCHOOL TRANSPORTATION (WASHINGTON, D.C., MAY 4-7, 1970).

NOTE 79 P.

PUB DATE 70

ABSTRACT

THIS BOOKLET CONTAINS THE REVISED MINIMUM STANDARDS PUT INTO EFFECT AND ENFORCED BEGINNING WITH NEW SHCOOL BUS MODELS THAT APPEARED AFTER JANUARY 1, 1972. THESE STANDARDS APPLY TO (1) CONVENTIONAL TYPE BODY-ON-CHASIS VEHICLES HAVING A SEATING CAPACITY OF 24 OR MORE PUPILS; (2) CONVENTIONAL TYPE BODY-ON-CHASIS VEHICLES THAT ARE LESS THAN 96 INCHES IN WIDTH AND HAVING A SEATING CAPACITY OF FROM 16-23 PUPILS; (3) TRANSIT AND METROPOLITAN TYPE VEHICLES HAVING A SEATING CAPACITY OF 24 OR MORE PUPILS; AND (4) CONVERTED SMALL VEHICLES (INCLUDING STATION WAGONS, SUBURBANS, AND VAN-TYPE VEHICLES) HAVING A SEATING CAPACITY OF 1-16 PUPILS. A RELATED DOCUMENT IS EA 004 334. (AUTHOR)

DESCRIPTORS

ACCIDENT PREVENTION
EQUIPMENT STANDARDS
MECHANICAL EQUIPMENT
SAFETY
STATE BOARDS OF EDUCATION
STUDENT TRANSPORTATION
COST EFFECTIVENESS
FEDERAL LAWS
PERFORMANCE SPECIFICATIONS
SCHOOL BUSES
STATE STANDARDS

IDENTIFIERS

INTERSTATE COOPERATION

AVAILABILITY: PUBLICATIONS AND TEXTBOOK SERVICES, FLORIDA STATE DEPARTMENT OF EDUCATION, BUREAU OF CURRICULUM AND INSTRUCTION, TALLAHASSEE, FLORIDA 32304 (FREE)

EDRS PRICE MF-$0.75 HC-$4.20 PLUS POSTAGE

EDCH 5.304 SCHOOL BUS SAFETY INSPECTIONS

REPORT NUMBER ED074633

TITLE HIGHWAY ACCIDENT REPORT: SCHOOLBUS/AUTOMOBILE COLLISION AND FIRE, NEAR RESTON, VIRGINIA, FEBRUARY 29, 1972.

SOURCE NATIONAL TRANSPORTATION SAFETY BOARD (DOT), WASHINGTON, D. C. BUREAU OF SURFACE TRANSPORTATION SAFETY.

NOTE 33 P.

PUB DATE 12 APR 72

ABSTRACT

THIS ACCIDENT REPORT ILLUSTRATES AND EXEMPLIFIES THREE SIGNIFICANT SAFETY ISSUES WITH WHICH THE BOARD HAS LONG BEEN CONCERNED: (1) THE USE OF SEATBELTS BY THE DRIVERS OF SCHOOLBUSES, (2) THE LOCATION AND SECURITY OF SCHOOL BUS FUEL TANKS, AND (3) THE MODE OF OPENING OF SCHOOLBUS SERVICE DOORS. (PHOTOGRAPHS MAY REPRODUCT POORLY.) (AUTHOR)

DESCRIPTORS

ACCIDENT PREVENTION
PHYSICAL DESIGN NEEDS
SCHOOL BUSES
TRAFFIC ACCIDENTS
FIRE PROTECTION
SAFETY
STATE LEGISLATION

IDENTIFIERS

SCHOOLBUS DESIGN STANDARDS

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

EDCH 5.304 SCHOOL BUS SAFETY INSPECTIONS

REPORT NUMBER ED087112

TITLE WHAT'S HAPPENING ON THE SCHOOL BUS PERFORMANCE FRONT?

AUTHOR(S) COMBS, HANFORD L.

NOTE 3 P.; PAPER PRESENTED AT AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS ANNUAL CONVENTION (106TH, ATLANTIC CITY, NEW JERSEY, FEBRUARY 22-26, 1974)

PUB DATE 23 FEB 74

ABSTRACT

THE MOST URGENT ORDER OF BUSINESS IN THE NATIONAL SCENE IS TO COMPLETE THE DEVELOPMENT OF A SERIES OF NEW PERFORMANCE TESTS FOR SCHOOL BUS BODIES AND CHASSIS TO ESTABLISH A BENCHMARK FOR SAFE CONSTRUCTION THAT CAN BE VERIFIED BY INDEPENDENT TESTING AGENCIES. SUCH PERFORMANCE TESTS SHOULD INCORPORATE THE NEW FEDERAL JOINT STRENGTH EFFICIENCY PROPOSALS AND THE PERFORMANCE CRITERIA UNDER DEVELOPMENT BY THE NATIONAL SBMI TASK FORCE COMMITTEE ON SCHOOL BUS STANDARDS. UNIFORM ADOPTION OF A NATIONAL SCHOOL BUS STANDARD BY THE 50 STATES WOULD SERVE THE INTEREST OF THE TOTAL PUPIL TRANSPORTATION EFFORT, RESULT IN FASTER DELIVERY AND COST SAVINGS, AND ENHANCE THE SAFETY IMAGE OF SCHOOL TRANSPORTATION IN THE MINDS OF THE AMERICAN PUBLIC. SHORT- AND LONG-RANGE TIPS FOR BUYING SCHOOL BUS CHASSIS TODAY ARE INCLUDED. (AUTHOR/MLF)

DESCRIPTORS

ELEMENTARY SCHOOLS
PURCHASING
SCHOOL BUSES
SPEECHES
MANFACTURING
SAFETY
SECONDARY SCHOOLS
STANDARDS

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

EDC-R 5.305 SUPERVISOR OF TRANSPORTATION AND STUDENT SAFETY

REPORT NUMBER ED093082

TITLE A PILOT TEST TO IMPROVE SCHOOL BUS ROUTES AND TIME SCHEDULES. A REPORT.

AUTHOR(S) RONCHETTI, THOMAS R.; AND OTHERS

SOURCE EDUCATIONAL TESTING SERVICE, PRINCETON, N.J.

NOTE 31 P.

PUB DATE 74

ABSTRACT

THIS PUBLICATION CONTAINS AN ENCAPSULATED REPORT ON A 1973 PILOT PROJECT ON COMPUTER AIDED BUS ROUTING AND SCHEDULING INVOLVING 22 DIVERSIFIED SCHOOL DISTRICTS OF NEW JERSEY. CALLED TRANSPORTATION INFORMATION PLANNING SERVICE (TRIPS), THE PROJECT SOUGHT TO DEVELOP AND SUBJECT TO INITIAL TEST A MAN-MACHINE SYSTEM THAT WOULD OFFER OPTIMUM LATITUDE IN TAILORING SERVICES TO SATISFY THE PARTICULAR NEEDS OF INDIVIDUAL SCHOOL DISTRICTS, WHILE AT THE SAME TIME TAKING THE BEST POSSIBLE ADVANTAGE OF THE POTENTIAL BENEFITS OF THE LARGE-SCALE COMPUTER. PROJECT SUCCESS WAS MEASURED IN TERMS OF THE SAFETY, EFFECTIVENESS, AND ECONOMY OF OPERATION. THE PILOT STUDY SHOWED THE MAJOR BENEFICIARIES OF THE SYSTEM TO BE THE TRANSPORTATION SUPERVISORS IN THE RESPECTIVE LOCAL SCHOOL DISTRICTS. IT ALSO DEMONSTRATED THE PRACTICAL VIABILITY OF AN ONGOING WORKING RELATIONSHIP BETWEEN THE LOCAL TRANSPORTATION SUPERVISOR AND HIS OR HER STAFF ON THE ONE HAND, AND ON THE OTHER, TRANSPORTAION AND COMPUTER SPECIALISTS FROM A LARGE AND EIVERSIFIED SERVICE AGENCY. A LIST OF REFERENCES IS PROVIDED. (AUTHOR/MLF)

DESCRIPTORS

ADMINISTRATIVE CHANGE
COMPUTER PROGRAMS
FORMATIVE EVALUATION
PILOT PROJECTS
SAFETY
SCHOOL ADMINISTRATION
SCHOOL DISTRICTS
COMPUTER ORIENTED PROGRAMS
COST EFFECTIVENESS
MAN MACHINE SYSTEMS
PLANNING
SCHEDULING
SCHOOL BUSES
STUDENT TRANSPORTATION

IDENTIFIERS

COMPUTER ASSISTED MANAGEMENT SYSTEM
TRANSPORTATION INFORMATION PLANNING SERVICE
TRIPS

EDRS PRICE MF-$0.75 HC-$1.85

EDC-R 5.305 SUPERVISOR OF TRANSPORTATION AND STUDENT SAFETY

REPORT NUMBER ED093065

TITLE GUIDELINES FOR THE DEVELOPMENT AND IMPLEMENTATION OF SCHOOL DISTRICT GOVERNING BOARD POLICIES RELATED TO PUPIL-PASSENGER CONDUCT

AUTHOR(S) DECKER, ERWIN A., COMP.; MCDOUGALL, STANDLEY, COMP.

SOURCE CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO. BUREAU OF ADMINISTRATIVE SERVICES.

NOTE 19 P.; A RELATED DOCUMENT IS ED 089 410

PUB DATE 72

ABSTRACT

IN VIEW OF THE LEVEL OF SCHOOL TRANSPORTATION SERVICES BEING PROVIDED STATEWIDE IN CALIFORNIA, THERE IS A NEED FOR THE ESTABLISHMENT AND ENFORCEMENT OF REALISTIC SCHOOL BOARD POLICIES TO ASSURE THE EFFICIENT AND EFFECTIVE ADMINISTRATION AND OPERATION OF PUPIL TRANSPORTATION SYSTEMS. THE PURPOSE OF THIS BULLETIN IS TO PROVIDE GUIDELINES FOR CONSIDERATION BY LOCAL SCHOOL BOARD MEMBERS IN DEVELOPING OR REVISING TRANSPORTATION POLICIES RELATED TO PUPIL-PASSENGER CONDUCT AND TO PROVIDE SUGGESTIONS FOR IMPLEMENTING SUCH POLICIES. (AUTHOR/MLF)

DESCRIPTORS

BOARD OF EDUCATION POLICY
GUIDELINES
SCHOOL BUSES
STUDENT BEHAVIOR
DRIVER EDUCATION
SAFETY
STATE LEGISLATION
STUDENT TRANSPORTATION

EDRS PRICE MF-$0.75 HC-$1.50

EDC-R 5.305 SUPERVISOR OF TRANSPORTATION AND STUDENT SAFETY

REPORT NUMBER ED091817

TITLE ADMINISTRATIVE MANUAL FOR DIRECTORS OF TRANSPORTATION

SOURCE ALASKA STATE DEPT. OF EDUCATION, JUNEAU. OFFICE OF PUBLIC INFORMATION AND PUBLICATIONS.

NOTE 33 P.

PUB DATE JUL 71

ABSTRACT

THIS GUIDE CONTAINS SAFETY REGULATIONS FOR ALASKA SCHOOL DISTRICT TRANSPORTATION SYSTEMS INCLUDING INSURANCE, SCHOOL BUS INSPECTION, AND BUS DRIVER'S PERMIT AND CERTIFICATION. SAMPLES OF REQUIRED REPORTS AND FORMS ARE INCLUDED. (MLF)

DESCRIPTORS

ADMINISTRATOR GUIDES
INSPECTION
RECORDKEEPING
SAFETY
SCHOOL DISTRICTS
STUDENT TRANSPORTATION
DRIVER EDUCATION
INSURANCE PROGRAMS
RECORDS (FORMS)
SCHOOL BUSES
STANDARDS

IDENTIFIERS

ALASKA

EDRS PRICE MF-$0.75 HC-$1.85

EDC-R 5.305 SUPERVISOR OF TRANSPORTATION AND STUDENT SAFETY

REPORT NUMBER	ED089410
TITLE	ADMINISTRATION OF PUBLIC SCHOOL TRANSPORTATION. SCHOOL BUSINESS ADMINISTRATION PUBLICATION NO. 6.
SOURCE	CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO. BUREAU OF ADMINISTRATIVE SERVICES.
NOTE	143 P.; PREPRAED WITH COOPERATION OF THE TRANSPORTATION COMMITTEE OF THE CALIFORNIA ASSOCIATION OF SCHOOL BUSINESS OFFICIALS.
PUB DATE	72

ABSTRACT

THIS DOCUMENT IS INTENDED TO HELP CALIFORNIA SCHOOL BOARDS IN THE SELECTION OF AN APPROPRIATE AND ADEQUATE STUDENT TRANSPORTATION SYSTEM; AND IN THE ESTABLISHMENT, OPERATION, AND MAINTENANCE OF A SCHOOL BUS FLEET. GUIDELINES AND PERTINENT STATE LEGISLATION ARE GIVEN FOR SCHOOL BUS PURCHASE, MAINTENANCE, INSURANCE AND REPLACEMENT; HEALTH CONSIDERATION AND SAFETY MEASURES IN PUPIL TRANSPORTATION; TRANSPORTATION OF EXCEPTIONAL CHILDREN AND OF PUPILS FOR PURPOSES OTHER THAN TRAVEL BETWEEN HOME AND SCHOOL; RECORDKEEPING; AND STATE ALLOWANCES FOR PUPIL TRANSPORTATION. THIS INFORMATION IS ALSO RELEVANT FOR SCHOOL ADMINISTRATORS RESPONSIBLE FOR THE OPERATION OF PUPIL TRANSPORTATION SYSTEMS; GOVERNING BOARDS THAT WISH TO EVALUATE THEIR PUPIL TRANSPORTATION SYSTEMS; PUPIL TRANSPORTATION PERSONNEL RESPONSIBLE FOR INSERVICE TRAINING; DRIVER EDUCATION CLASSES; TEACHER INSERVICE TRAINING PROGRAMS; AND INTERESTED LAY GROUPS. (PHOTOGRAPHS MAY REPRODUCE POORLY.) (AUTHOR/MLF)

DESCRIPTORS

ADMINISTRATION
DRIVER EDUCATION
EQUIPMENT MAINTENANCE
EXCEPTIONAL CHILDREN
INSURANCE PROGRAMS
RECORDKEEPING
SAFETY
SCHOOL BUSES
SECONDARY SCHOOLS
STUDENT TRANSPORTATION
ADMINISTRATOR GUIDES
ELEMENTARY SCHOOLS
EQUIPMENT STANDARDS
EXPENDITURES
PURCHASING
RECORDS (FORMS)
SCHOOL ADMINISTRATION
SCHOOL DISTRICTS
STATE LEGISLATION

IDENTIFIERS

CALIFORNIA

AVAILABILITY: BUSINESS SERVICE OFFICE, TEXTBOOK AND PUBLICATION SALES SECTION, CALIFORNIA STATE DEPARTMENT OF EDUCATION, STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO, CALIFORNIA 95814 ($1.25, PREPAID)

EDRS PRICE MF-$0.75 HC-$6.60 PLUS POSTAGE

EDC-R 5.305 SUPERVISOR OF TRANSPORTATION AND STUDENT SAFETY

REPORT NUMBER	ED084644
TITLE	MANAGING SCHOOL TRANSPORTATION. A HANDBOOK.
AUTHOR(S)	WELLS, THOMAS L.
SOURCE	ONTARIO DEPT. OF EDUCATION, TORONTO. SCHOOL BUSINESS AND FINANCE BRANCH.
NOTE	219 P.
PUB DATE	FEB 73

ABSTRACT

WHILE IT IS MAINLY A REFERENCE WORK FOR THE TRANSPORTATION DEPARTMENT OF THE ONTARIO DEPARTMENT OF EDUCATION, THIS HANDBOOK SHOULD ALSO BE OF INTEREST TO SENIOR BUSINESS AND ACADEMIC STAFF AS WELL AS TO TRUSTEES INTERESTED IN SCHOOL TRANSPORTATION. IT HAS BEEN PREPARED TO ASSIST SCHOOL OFFICIALS BY PROVIDING INFORMATION AND GUIDELINES ON THE MANAGEMENT OF SCHOOL TRANSPORTATION SYSTEMS. EACH OF SEVEN SECTIONS DEALS WITH A SPECIFIC ASPECT OF SCHOOL TRANSPORTATION MANAGEMENT, SUCH AS RESPONSIBILITIES AND REPORTING RELATIONSHIPS FOR BOARD OF EDUCATION STAFF, TYPES OF SERVICE AND SAFETY POLICIES, INFORMATION SYSTEMS FOR ROUTE DESIGN AND COLLECTING STUDENTS, ROUTE DESIGN AND PLANNING, CONTRACTING, BOARD-OWNED OPERATIONS, AND THE MINISTRY OF EDUCATION'S TRANSPORTATION GRANTS STRUCTURE. THE APPENDIXES CONTAIN THE RESULTS OF A SURVEY OF CURRENT TRANSPORTATION PRACTICES OF ONTARIO BOARDS, A HISTORY OF SCHOOL BUSING IN ONTARIO, OTHER ITEMS OF INTEREST TO A TRANSPORTATION DEPARTMENT, MINISTRY OF EDUCATION TRANSPORTATION FORMS, AND A LIST OF ACKNOWLEDGMENTS. (AUTHOR/MLF)

DESCRIPTORS

ADMINISTRATOR GUIDES
CONTRACTS
ELEMENTARY SCHOOLS
INFORMATION SYSTEMS
MANUALS
PURCHASING
SCHEDULING
SECONDARY SCHOOLS
BOARDS OF EDUCATION
DRIVER EDUCATION
EQUIPMENT MAINTENANCE
MANAGEMENT
POLICY FORMATION
SAFETY
SCHOOL BUSES
STUDENT TRANSPORTATION

IDENTIFIERS

CANADA
ROUTE DESIGNS

EDRS PRICE MF-$0.75 HC-$10.20 PLUS POSTAGE

EDC-R 5.305 SUPERVISOR OF TRANSPORTATION AND STUDENT SAFETY

REPORT NUMBER ED064761

TITLE STANDARDS FOR SCHOOL BUS OPERATION, REVISED. RECOMMENDATIONS OF NATIONAL CONFERENCE ON SCHOOL TRANSPORTATION (WASHINGTON, D.C., MAY 4-7, 1970).

NOTE 69 P.

PUB DATE 70

ABSTRACT

THE PURPOSE OF THIS REPORT IS TO IDENTIFY SOME OF THE BASIC PRACTICES TO WHICH SCHOOL ADMINISTRATORS AND OTHERS HAVING RESPONSIBILITIES IN THIS AREA SHOULD ADHERE. RECOMMENDATIONS ARE PROVIDED FOR ADMINISTRATORS, SCHOOL TRANSPORTATION SUPERVISORS, DRIVERS, PASSENGERS, AND MAINTENANCE AND SERVICE PERSONNEL. IN ADDITION, GUIDELINES ON SELECTED OPERATING PROCEDURES AND SUGGESTIONS ON EVALUATION ARE INCLUDED. A RELATED DOCUMENT IS EA 004 333. (AUTHOR)

DESCRIPTORS

ADMINISTRATIVE POLICY
DRIVER EDUCATION
OCCUPATIONAL INFORMATION
PERSONNEL
SAFETY
SERVICES
STATE BOARDS OF EDUCATION
STUDENT TRANSPORTATION
SUPERVISORY ACTIVITIES
ADMINISTRATOR RESPONSIBILITY
EQUIPMENT MAINTENANCE
PERFORMANCE CRITERIA
PROGRAM EVALUATION
SCHOOL BUSES
STANDARDS
STATE STANDARDS
SUPERVISORS

IDENTIFIERS

DRIVERS
TRANSPORTATION SUPERVISORS

AVAILABILITY: PUBLICATIONS AND TEXTBOOK SERVICES, FLORIDA STATE DEPARTMENT OF EDUCATION, BUREAU OF CURRICULUM AND INSTRUCTION, TALLAHASSEE, FLORIDA 32304 (FREE).

EDRS PRICE MF-$0.75 HC-$3.15 PLUS POSTAGE

EDC-R 5.305 SUPERVISOR OF TRANSPORTATION AND STUDENT SAFETY

REPORT NUMBER ED024219

TITLE SCHOOL PLANNING SAFE TRANSPORTING.

SOURCE NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON. BUREAU OF PUPIL TRANSPORTATION.

NOTE 9 P.

ABSTRACT

PREPARED FOR BOARDS OF EDUCATION AND NUMICIPAL PLANNING AUTHORITIES, SCHOOL SITE SELECTION IS RELATED TO SCHOOL BUS SAFETY. CONSIDERATION OF DIRECTION AND DENSITY OF TRAFFIC FLOW, STREET CROSSINGS, CURBING, DRAINAGE, ROAD WIDTH, PARKING AREAS, NUMBER OF PUPILS AND PERSONNEL, NUMBER OF BUSES, METHOD OF TRANSPORTATION, SCHEDULES AND EXTRA-CURRICULAR ACTIVITIES REQUIREING THE USE OF BUSES IS RECOMMENDED WHEN EVALUATING A PROPOSED SCHOOL SITE. FACTORS SUCH AS PARKING, LOADING PLACE AND METHOD, AND PAVING TYPES ARE RECOMMENDED BY THE NEW JERSEY STATE DEPARTMENT OF HIGHWAYS. ELIMINATION OF BLIND CORNERS AND TREES OR SHRUBBERY THAT MIGHT OBSTRUCT VISION ARE IMPORTANT TO CONSIDER IN THE DEVELOPMENT OF THE SELECTED SCHOOL SITE. (HH)

DESCRIPTORS

BUS TRANSPORTATION
PARKING CONTROLS
SCHOOL BUSES
SITE DEVELOPMENT
STUDENT LOADING AREAS
TRAFFIC CIRCULATION
VEHICULAR TRAFFIC
PARKING AREAS
SAFETY
SCHOOL PLANNING
SITE SELECTION
STUDENT TRANSPORTATION
TRAFFIC SAFETY

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

REPORT NUMBER ED057442

TITLE CHANGING ATTITUDES.

AUTHOR(S) MARTIN, JOSEPHINE

NOTE 8 P.; SPEECH GIVEN BEFORE AMERICAN SCHOOL FOOD SERVICE ASSOCIATION ANNUAL CONVENTION (25TH, MINNEAPOLIS, MINNESOTA, AUGUST 1-5, 1971)

PUB DATE AUG 71

ABSTRACT

A NATIONAL SURVEY WAS MADE AMONG THOSE PEOPLE APT TO BE INFLUENTIAL IN PROMOTING APPROPRIATE LEGISLATION FOR SCHOOL FOOD SERVICE PROGRAMS AND THOSE WHO MIGHT BE INVOLVED IN DECISIONMAKING ABOUT SUCH PROGRAMS. QUESTIONNAIRE RESPONSES FROM A WIDE GEOGRAPHIC SAMPLE CLEARLY DELINEATE THAT ONE MAJOR RESPONSIBILITY OF SCHOOL FOOD SERVICE MEMBERS SHOULD BE TO HELP DECISIONMAKERS IN LOCAL AND STATE POSITIONS PERCEIVE CHILD NUTRITION AS A PUBLIC RESPONSIBILITY AND AS A TRULY INTEGRAL PART OF EDUCATION. RESPONDENTS STRONGLY AGREED THAT SCHOOL FOOD SERVICES SHOULD BE EXPANDED TO TEACH GOOD EATING HABITS FOR GOOD HEALTH, TO PROVIDE NUTRITION EDUCATION, AND TO FEED THE DISADVANTAGED. (MLF)

DESCRIPTORS

ATTITUDES
FEDERAL STATE RELATIONSHIP
FOOD SERVICE
NUTRITION INSTRUCTION
SCHOOLS
STATE LEGISLATION
FEDERAL LEGISLATION
FINANCIAL SUPPORT
LUNCH PROGRAMS
QUESTIONNAIRES
SPEECHES

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

EE 5.40 FOOD SERVICES MANAGEMENT

REPORT NUMBER ED052518

TITLE THE NATIONAL SCHOOL FOOD SERVICE AND NUTRITION EDUCATION FINANCE PROJECT.

AUTHOR(S) GARVUE, ROBERT J.

SOURCE NATIONAL EDUCATIONAL FINANCE PROJECT, GAINSVILLE, FLA.

NOTE 52 P.; CHAPTER 8 OF EA 003 538 SEE ABOVE

PUB DATE 71

ABSTRACT

THE OBJECTIVES OF THIS NEFP SATELLITE STUDY WERE TO PROJECT THE TOTAL SCHOOL FOOD SERVICE AND NUTRITION EDUCATION NEEDS TO 1980, AND TO DEVELOP ALTERNATIVE FISCAL MODELS TO MEET THESE NEEDS. DATA FROM QUESTIONNARIES MAILED TO ALL STATES REVEALED THAT NUMEROUS DEFICIENCIES EXIST IN FOOD SERVICE PROGRAMS AND NUTRITION EDUCATION. THIS SITUATION IS APPARENTLY RELATED TO THE LACK OF WIDE ACCEPTANCE AND SUPPORT OF NATIONAL AND STATE GOALS FOR CHILD NUTRITION PROGRAMS. THE PROJECTED STUDENT ENROLLMENT FOR 1980 IS 53 MILLION WITH LUNCH COSTS ESTIMATED AT 6 BILLION DOLLARS. RELATED DOCUMENTS ARE EA 003 538, EA 003 539, EA 003 540, EA 003 542, AND EA 003 543. FUNDS FOR THIS RESEARCH WERE PROVIDED BY AN ESEA TITLE V GRANT. (RA)

DESCRIPTORS

BREAKFAST PROGRAMS
EDUCATIONAL FINANCE
EDUCATIONAL OBJECTIVES
EDUCATIONAL RESEARCH
FOOD SERVICE
FOOD SERVICE OCCUPATIONS
NUTRITION
PROGRAM COSTS
STATE AID
COSTS
EDUCATIONAL NEEDS
EDUCATIONAL PLANNING
FEDERAL AID
FOOD SERVICE INDUSTRY
LUNCH PROGRAMS
NUTRITION INSTRUCTION
SCHOOLS

IDENTIFIERS

ELEMENTARY SECONDARY EDUCATION ACT
ESEA TITLE V

AVAILABILITY: NOT SEPARATELY. ONLY AS PART OF COMPLETE PUBLICATION: PLANNING TO FINANCE EDUCATION, VOL. 3, EA 003 538 (EDRS, MF-$0.65; HC-$16.45)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

EE 5.40 FOOD SERVICES MANAGEMENT

REPORT NUMBER EJ002584

TITLE YOU CAN'T TEACH A HUNGRY CHILD

AUTHOR(S) PERRYMAN, JOHN N.

PUB DATE 69 APR

ABSTRACT
CONDENSED FROM 'THE SCHOOL ADMINISTRATOR' (DECEMBER 1968), 11-12

DESCRIPTORS

FOOD SERVICE	LUNCH PROGRAMS
NUTRITION	SCHOOL ADMINISTRATION

CITATION EDUC DIG; 34; 8; 28-30

EEB 5.401 LUNCHROOM SANITATION

REPORT NUMBER ED099683

TITLE SEMINAR ON SANITATION FOR RESTAURANT OWNERS AND MANAGERS. UNIT I.

AUTHOR(S) THRELKELD, JOYCE C.

SOURCE KENTUCKY UNIV., LEXINGTON, DIV. OF VOCATIONAL EDUCATION.; KENTUCKY UNIV., LEXINGTON. INSTRUCTIONAL MATERIALS LAB.

NOTE 46 P.; FOR PART TWO, SEE CE 002 503

ABSTRACT

INTENDED FOR USE IN CONDUCTING SHORT SEMINARS ON SANITATION FOR RESTAURANT OWNERS AND MANAGERS, THE CONCEPTUAL OUTLINE IS ORGANIZED TO PROVIDE FOUR HOURS OF CLASSROOM INSTRUCTION. TWO MAJOR CONCEPTS ARE EMPHASIZED. THE FIRST CONCEPT, THE EFFECT OF SANITARY PRACTICES ON THE FINANCIAL PROFITS OF FOOD SERVICE, FOCUSES ON: (1) SERVICE AND QUALITY TO PROVIDE PROFIT, (2) EXPECTATIONS OF CUSTOMERS, (3) DEVELOPMENT OF POSITIVE ATTITUDES OF EMPLOYEES, (4) MOTIVATION OF EMPLOYEES, AND (5) ORGANIZATION FOR TEAMWORK. THE SECOND CONCEPT, IDENTIFICATION OF WAYS TO PREVENT THE CONTAMINATION OF FOOD, DEALS WITH BACTERIA WHICH CAUSE FOOD POISONING AND CLEANLINESS OF EQUIPMENT, UTENSILS, AND FACILITIES. A THREE-PAGE RESOURCE GUIDE LISTS BOOKS, BULLETINS, PAMPHLETS, CURRICULUM GUIDES, AND OTHER INSTRUCTIONAL MATERIALS WITH SOURCES AND EVALUATE MATERIALS, TRANSPARENCY MASTERS, AND A HOUSEKEEPING CHECKLIST. (MW)

DESCRIPTORS
COURSE CONTENT
CURRICULUM GUIDES
DISHWASHING
FOOD SERVICE OCCUPATIONS
HEALTH CONDITIONS
INSTRUCTIONAL MATERIALS
SANITATION
SEMINARS
COURSE DESCRIPTIONS
DISEASE CONTROL
FOOD HANDLING FACILITIES
FOOD SERVICE WORKERS
HYGIENE
MANAGEMENT EDUCATION
SANITATION IMPROVEMENT

IDENTIFIERS
KENTUCKY
RESTAURANT MANAGEMENT

AVAILABILITY: CURRICULUM DEVELOPMENT CENTER, ROOM 151, TAYLOR EDUCATION BUILDING, UNIVERSITY OF KENTUCKY, LEXINGTON, KENTUCKY 40506 (SINGLE COPIES ONLY,$2.00)

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EEB 5.401 LUNCHROOM SANITATION

REPORT NUMBER ED099471

TITLE SEMINAR ON SANITATION FOR RESTAURANT OWNERS AND MANAGERS. UNIT II.

AUTHOR(S) THRELKELD. JOYCE C.

SOURCE KENTUCKY UNIV., LEXINGTON. VOCATIONAL EDUCATION CURRICULUM DEVELOPMENT CENTER.

NOTE 44 P.; FOR PART ONE, SEE CE 003 405

PUB DATE 72

ABSTRACT

INTENDED FOR USE IN CONDUCTING SHORT SEMINARS ON SANITATION FOR RESTAURANT OWNERS AND MANAGERS, UNIT TWO OF THE CURRICULUM GUIDE IS ORGANIZED TO PROVIDE FOUR HOURS OF CLASSROOM INSTRUCTION. FOUR MAJOR CONCEPTS ARE EMPHASIZED. THE FIRST CONCEPT, PROVIDING SANITARY CONDITIONS IN FOOD SERVICE ESTABLISHMENTS, DISCUSSES SAFE USE AND STORAGE OF CLEANING SUPPLIES, SAFE HANDLING OF GARBAGE AND REFUSE, AND CONTROL OF PESTS AND INSECTS. THE SECOND TOPIC, SANITARY PROCEDURES OF STORING AND HOLDING FOOD DEALS WITH STORAGE SUITABLE FOR A VARIETY OF FOOD CATEGORIES AND SAFE TEMPERATURE FOR HOLDING AND STORING FOOD. HEALTH, HYGIENE, AND GROOMING ARE CONSIDERED IN THE THIRD CONCEPT DISCUSSED, THE SANITARY FOOD HANDLER, THE FINAL TOPIC, SANITARY WORKING HABITS FOR FOOD HANDLERS, FOCUSES ON SANITARY PROCUDURES IN HANDLING FOOD AND SERVING EQUIPMENT AND KEEPING WORK AREAS CLEAN. A FOUR-PAGE RESOURCE GUIDE LISTS BOOKS, BULLETINS, PAMPHLETS, AND CURRICULUM GUIDES WITH SOUCES AND PRICES. THE APPENDIX INCLUDES SCRIPTS FOR SLIDE PRESENTATIONS AND TRANSPARENCY MASTERS. (MW)

DESCRIPTORS

COURSE CONTENT
CURRICULUM GUIDES
FOOD SERVICE OCCUPATIONS
HEALTH CONDITIONS
INSTRUCTIONAL MATERIALS
SANITATION
SEMINARS
COURSE DESCRIPTIONS
FOOD HANDLING FACILITIES
FOOD SERVICE WORKERS
HYGIENE
MANAGEMENT EDUCATION
SANITATION IMPROVEMENT

IDENTIFIERS

KENTUCKY
RESTAURANT MANAGEMENT

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REPORT NUMBER ED082373

TITLE DESIGN CRITERIA: SCHOOL FOOD SERVICE FACILITIES.

SOURCE FLORIDA STATE DEPT. OF EDUCATION, TALLAHASSEE.

NOTE 83 P.

PUB DATE 73

ABSTRACT

THIS GUIDE IS INTENDED FOR ARCHITECTS, DISTRICT SUPERINTENDENTS, AND FOOD SERVICE DIRECTORS WHOSE RESPONSIBILITY IT IS TO PLAN FOOD SERVICE FACILITIES. IT FIRST DISCUSSES THE FACTORS TO BE CONSIDERED IN FOOD SERVICE PLANNING, PRESENTS COST STUDIES, AND LISTS THE RESPONSIBILITIES OF THOSE INVOLVED IN THE PLANNING. OTHER SECTIONS CONCERN SELECTION, PROCUREMENT, AND INSTALLATION OF EQUIPMENT; DINING SPACE, SERVING AREA, FOOD PREPARATION AREA; WAREWASHING AREA; STORAGE; AUXILIARY AREAS; AND SATELLITES, CENTRAL KITCHENS, AND OTHER SPECIAL APPLICATIONS. WITHIN THESE SECTIONS, PHOTOGRAPHS AND SKETCHES ACCOMPANY THE TEXT IN DETAILING EQUIPMENT STANDARDS, LOCATION, AND UTILIZATION. (PHOTOGRAPHS MAY REPRODUCE POORLY.) (AUTHOR/MLF)

DESCRIPTORS

COST EFFECTIVENESS
EQUIPMENT STANDARDS
FACILITY PLANNING
FOOD SERVICE
LUNCH PROGRAMS
SANITATION
DESIGN NEEDS
EQUIPMENT UTILIZATION
FOOD HANDLING FACILITIES
INTERIOR DESIGN
PURCHASING
SPECIFICATIONS

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EEB 5.401 LUNCHROOM SANITATION

REPORT NUMBER ED082355

TITLE SANITATION & SAFETY FOR CHILD FEEDING PROGRAMS.

SOURCE FLORIDA STATE DEPT. OF EDUCATION, TALLAHASSEE.; FLORIDA STATE DEPT. OF HEALTH AND REHABILITATIVE SERVICES, TALLAHASSEE.

NOTE 42 P.; REVISION AND REWRITING OF A GUIDE, FLORIDA SCHOOL LUNCH SANITATION AND SAFETY, BULLETIN 33-F

PUB DATE 72

ABSTRACT

IN THE INTEREST OF PROMOTING GOOD HEALTH, SANITATION, AND SAFETY PRACTICES IN THE OPERATION OF CHILD FEEDING PROGRAMS, THIS BULLETIN DISCUSSES PRACTICES IN PERSONAL GROOMING AND WEARING APPAREL; THE PURCHASING, STORAGE, HANDLING, AND SERVING OF FOOD; SANITIZING EQUIPMENT AND UTENSILS; PROCEDURES TO FOLLOW IN CASE OF A FOOD POISONING OUTBREAK; SOME SAFETY PRACTICES TO PREVENT INJURIES; THE CARE AND DISPOSAL OF GARBAGE AND TRASH; PEST CONTROL; AND SANITATION RESPONSIBILITIES. ILLUSTRATIONS ACCOMPANY THE TEXT. (AUTHOR/MLF)

DESCRIPTORS

DISHWASHING
FOOD SERVICE
LUNCH PROGRAMS
SANITATION
FOOD HANDLING FACILITIES
FOOD STANDARDS
SAFETY

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REPORT NUMBER ED071204

TITLE FOOD STORAGE GUIDE FOR SCHOOLS AND INSTITUTIONS.

SOURCE FOOD AND NUTRITION SERVICE (DOA), WASHINGTON, D.C. DIV. OF CHILD NUTRITION.

NOTE 45 P.; REPRINTED OCTOBER 1972 WITHOUT CHANGE IN TEXT

PUB DATE NOV 59

ABSTRACT

THIS BOOKLET HAS BEEN PREPARED AS A GUIDE TO SHOW GOOD METHODS OF HANDLING AND STORING USDA-DONATED AND LOCALLY PURCHASED FOODS. THE INFORMATION WAS DRAWN FROM MANY RESOURCES AND INCLUDES LATEST RESEARCH DATA AVILABLE ON TYPES OF STORAGE FACILITIES AND EQUIPMENT NEEDED FOR HANDLING AND STORING FOODS. THE MATERIAL IS ORGANIZED IN FIVE PARTS: (1) RECEIVING AREAS, (2) DRY FOOD STORAGE AREAS, (3) REFRIGERATED FOOD STORAGE AREA, (4) MANAGEMENT PRACTICES, AND (5) HOUSEKEEPING PRACTICES. IN MANY INSTANCES, FOOD LOSSES RESULTING FORM DETERIORATION AND INFESTATION ARE THE RESULT OF INADEQUATE STORAGE FACILITIES, UNDESIRABLE HANDLING PRACTICES, AND OTHER CONDITIONS THAT CAN BE CORRECTED BY FOLLOWING THE PREVENTIVE AND CONTROL MEASURES OUTLINED IN THIS HANDBOOK. (AUTHOR)

DESCRIPTORS

ADMINISTRATIVE PRINCIPLES
FACILITY PLANNING
FOOD HANDLING FACILITIES
FOOD STANDARDS
MANAGEMENT SYSTEMS
PERFORMANCE SPECIFICATIONS
REFRIGERATION
STORAGE
EQUIPMENT STANDARDS
FOOD
FOOD SERVICE
GUIDES
NUTRITION
PHYSICAL DESIGN NEEDS
SANITATION

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EEB 5.401 LUNCHROOM SANITATION

REPORT NUMBER ED023259

TITLE FOOD SERVICE EQUIPMENT AND APPURTENANCES.

SOURCE NATIONAL SANITATION FOUNDATION, ANN ARBOR, MICH.

NOTE 65 P.

PUB DATE APR 65

ABSTRACT

EQUIPMENT DESIGN SPECIFICATIONS ARE PRESENTED RELATING TO TABLES OF ALL KINDS, CONTERS, SINKS AND DRAINBOARDS, BINS, SHELVES, DRAWERS, HOODS AND SIMILAR KTICHEN APPURTENANCES, NOT INCLUDING BAKING, ROASTING, TOASTING, BROILING OR FRYING EQUIPMENT, FOOD PREPARATION MACHINERY SUCH AS SLICERS, CHOPPERS, AND CUTTERS, MIXERS AND GRINDERS, STEAM COOKING EQUIPMENT AND PEELERS, DISHWASHING MACHINES, OR REFRIGERATORS AND REFRIGERATING EQUIPMENT. MANY OF THE LATTER ITEMS ARE COVERED IN OTHER NSF STANDARDS. SPECIFICATIONS INCLUDE--(1) DEFINITIONS, (2) MATERIALS, AND (3) DESIGN AND CONSTRUCTION. (RH)

DESCRIPTORS

EQUIPMENT
FOOD HANDLING FACILITIES
FOOD STANDARDS
SANITATION
EQUIPMENT STANDARDS
FOOD SERVICE
PUBLIC HEALTH

AVAILABILITY: NATIONAL SANITATION FOUNDATION, SCHOOL OF PUBLIC HEALTH, UNIVERSITY OF MICHIGAN, ANN ARBOR, MICHIGAN ($1.00).

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EEB 5.401 LUNCHROOM SANITATION

REPORT NUMBER ED019843

TITLE MANUAL FOOD AND BEVERAGE DISPENSING EQUIPMENT. NATIONAL SANITATION FOUNDATION STANDARD NO. 18.

SOUCE NATIONAL SANITATION FOUNDATION, ANN ARBOR, MICH.

NOTE 34 P.

PUB DATE SEP 67

ABSTRACT

THIS STANDARD COVERS THE SANITATION REQUIREMENTS FOR EQUIPMENT AND DEVICES WHICH DISPENSE FOOD OR BEVERAGE EITHER IN BULK OR PORTIONS. VENDING MACHINES OR BULK MILK DISPENSING EQUIPMENT ARE NOT COVERED IN THIS STANDARD. ITEMS COVERED INCLUDE THE BASIC PRINCIPLES OF DESIGN AND CONSTRUCTION, FOOD PROTECTION AND FREEDOM FROM HARBORAGES. MINIMUM REQUIREMENTS, ALTERNATE MATERIALS AND STANDARD REVIEW ARE INCLUDED IN SECTION 1. SECTION 2 INCLUDES DEFINITIONS, SECTION 3 COVERS MATERIALS SPECIFICATIONS, AND SECTION 4, DESIGN AND CONSTRUCTION. (RH)

DESCRIPTORS

EQUIPMENT STANDARDS
FOOD SERVICE
SANITATION
FOOD HANDLING FACILITIES
PUBLIC HEALTH
SANITATION IMPROVEMENT

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

EEB 5.401 LUNCHROOM SANITATION

REPORT NUMBER ED019841

TITLE SODA FOUNTAIN-LUNCHEONETTE EQUIPMENT AND APPURTENANCES. NATIONAL SANITATION FOUNDATION STANDARD NO. 1.

SOURCE NATIONAL SANITATION FOUNDATION, ANN ARBOR, MICH.

NOTE 57 P.

PUB DATE JAN 68

ABSTRACT

THIS STANDARD OF SODA FOUNTAIN-LUNCHEONETTE EQUIPMENT IS THE FIRST IN A SERIES OF NATIONAL SANITATION FOUNDATION STANDARDS. THESE STANDARDS ARE ISSUED IN RECOGNITION OF THE LONG FELT NEED FOR A COMMON UNDERSTANDING OF THE PROBLEMS OF SANITATION INVOLVING INDUSTRIAL AND ADMINISTRATIVE HEALTH OFFICIALS WHOSE OBLIGATION IT IS TO ENFORCE REGULATIONS. THREE REQUIREMENTS ARE GIVEN AS PRIME FACTORS REQUIRED FOR GOOD SANITATION--(1) GOOD SANITATION PERSONNEL, (2) A JOINT EFFORT OF PUBLIC HEALTH, INDUSTRY, AND BUSINESS, AND (3) THE EDUCATION AND UNDERSTANDING OF THE PUBLIC. THIS STANDARD COVERS FOOD SERVICE EQUIPMENT COMMONLY USED IN SODA FOUNTAINS, HOT AND COLD FOOD UNITS AS WELL AS OTHER FOOD HANGLING AND PROCESSING EQUIPMENT, SUCH AS TABLES AND THEIR COMPONENT PARTS, COUNTER SHELVES, SINKS AND RANGE HOODS. IT INCLUDES THE BASIC PRINCIPLES TO ACHIEVE EASY CLEANABILITY AND FOOD PROTECTION. AS A GUIDE THIS STANDARD IN NO WAY RESTRICTS OR LIMITS NEW DESIGN, PROVIDED THIS DESIGN COMES UP TO THE MINIMUM SPECIFICATIONS. FIVE BASIC AREAS OF CONCERN ARE LISTED AS--(1) GENERAL COVERAGE, (2) DEFINITION OF SANITATION TERMINOLOGY, (3) EQUIPMENT MATERIALS AND SURFACES, (4) DESIGN AND CONSTRUCTION, AND (5) ITEMS OF SPECIAL SANITARY SIGNIFICANCE. (RH)

DESCRIPTORS

EQUIPMENT STANDARDS
FOOD SERVICE
SANITATION IMPROVEMENT
FOOD HANDLING FACILITIES
SANITATION

EDRS PRICE MF-$0.75 HC-$3.15 PLUS POSTAGE

PART VI

FACILITIES EXPANSION PROGRAM

Policy Outline

F	6.0	Facilities Expansion Program
FA	6.10	Goals and Objectives
FB	6.20	Building Committees
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FDB	6.302	Long-Range Needs Determination
FDC	6.303	Naming New Facilities
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FEB	6.401	Educational Specifications
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FFA/ FFB	6.404 6.405	Bond Sales: Short Term Notes
FG	6.50	Project Administration
FGA	6.501	General Supervision
FGB	6.502	Site Acquisition Procedures

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FGEC	6.504	Surety Bonds
FGHB	6.505	Final Payment

Policy Questions

6.0 F

Facilities Expansion Program

6.10 FA

Goals and Objectives

What are among the more commonly noted goals of the school building program? When should the Board authorize construction of school facilities? What provisions are made to secure viewpoints of citizens, teachers, students and parents relative to construction and its need?

6.20 FB What functions are performed by the building committees? How are they involved in identification of proposed expansion projects? How much persuasive power do such committees possess?

6.30 FD

Long-Range Planning

What are the purposes of long-range planning? How are future enrollments projected? Who is responsible for implementing such planning? What should be the objectives of such planning? How many years are normally involved in a long-range building plan? What variables are usually considered? Are results of such planning statistically valid? What helps can such planning provide for the district's building program?

6.301 FDA What groups of people are utilized in long range planning? Should local, state, and federal officials be included? What areas do such groups examine? Should the study include the cultural, social, and educational patterns of students to be housed in a proposed facility? Should construction consultants and students be included on the committee? Who initiates planning for building projects? When must State Department personnel be involved? Why? What other state level agencies should be consulted during planning phases?

6.302 FDB How often should educational needs of the students in the district be studied? Upon what major criterion are needs determinations based?

6.303 FDC What procedures are utilized by the Board in determining the name of a proposed facility? Do said procedures provide adequate representation for concerned groups?

6.304 FDBB How and under what circumstances are school properties declared as obsolescent? What criteria are used in this detemination?

6.305 FDBG Who is the approving authority for projected costs of planned facilities?

6.40 FE/FEAB School Facility Project Planning: Architects

What are the major responsibilities of the architect? To whom is he accountable? Is the architect to be involved in drawing up of educational specifications? With whom does the architect work?

6.401 FEB What are educational specifications? Why must they be drawn prior to building specifications design? Who should be involved in outlining educational specifications? What roles do teachers, student, citizens, administrators play in educational specifications compilation? What is the function of the architect? the Superintendent of Schools? the Board?

6.402 FED-R What elements are included in preliminary and final drawings? Must both be approved by the Board? Why are three items of equal design required? Must the specifications provide for independent bidding on areas such as heating, plumbing, electrical installations, etc.?

6.403 FEDA What steps are involved in search of a title? What must be established relative to the site prior to construction? How does the Superintendent rate different site possibilities? What items should be scored, i.e., drainage, topography, accessibility, traffic flow, etc.

FF Project Financing

6.404 6.405 FFA-FFB What statutory provisions concern bond issues? What are the functions of a bond attorney? Can the Board borrow money in anticipation of revenues? What constraints apply?

6.50 Project Administration

FG What phases of the school district building program are included in project administration? What basic responsibilities are involved?

6.501 FGA What is the Board's area of responsiblity during actual construction of the facility? How are change orders issued and what regulatory agencies are involved? How are periodic estimates paid? Who is in charge of supervision of construction? What is the Superintendent's responsibility during this phase of the program?

6.502 FGB What procedures govern acquisition of a site? How and under what circumstances is the power of eminent domain invoked? What legal provisions apply to site acquisition?

6.503 FGC What provisions govern advertising for bids or quotations? Who directs this process? What are the legal implications of the competitive bid law? Can the Board reject all bids?

6.504 FGEC Why are surety bonds required of contractors? What variables are covered by said bonds? What public interests are protected by such a requirement?

6.505 What types of inspection precede authorization of final payment for the completed facility? Are certifications mandatory and if so, by whom?

Major Considerations

Construction of a school facility is a costly endeavor both in respect to time and money. A major consideration relative to the facilities expansion program involves adequate planning. A needs determination should include data such as: (a) summary and analysis of school census, (b) records of annual resident births, (c) evidence of residential-dwelling construction, (d) enrollment records by buildings, departments, grade and age, (e) studies of private and parochial school enrollments noting increases or decreases, (f) United States

Census and wider area comparisons using said data, (f) community setting and total population forecasts, and (g) studies of enrollments, enrollment trends, and holding power of schools.

To effectively determine the needs for expanded school facilities, this information must be related to schools within the district. Through the use of building committees, personal inspections, and analysis of the above statistical data, Board members can determine more specifically where new facilities can best be placed.

Once the decision has been reached to construct a facility, the major consideration concerns employment of the best qualified architect to direct the project. Selection of the architect is of paramount concern. Formulation of qualifications which will justify the fee to be paid is a logical frist step. Familiarity with the code of ethics of the American Institute of Architects should be achieved. A third step in architect selection involves making a list of architect from whom a candidate may be chosen. Checks with other systems for whom a prospective candidate has worked, inspection of completed works, and formal interviews with applicants all are related to selection of the best qualified architect.

The architect should be responsible for preliminary meetings with Superintendent and Board of Education. He should meet with teachers, principals, and students during the actual drawing of educational specifications. Following the approval of the educational specifications, working drawings, final specifications, and detail drawings, the architect must handle business affairs, handle the award of contracts with the Board, supervise the entire construction phase, and finally certify the new facility as ready for occupancy and declare the job as complete; therefore final payment may be made.

Another major consideration concerns proper orientation of school personnel with the new facility. Personnel, including both professional and non-professional employees, must become familiar with all aspects of operation relative to the facility in order to be sure proper maintenance and care are observed.

Facility Expansion Program
Goals and Objectives
FA-6.10

It shall be the policy of the Board to authorize construction of a sufficient number of school buildings to meet the demands of present and future student enrollments and, in doing so, provide the highest type of educational environment for students at the lowest expenditure of tax dollars.

Decisions pertaining to the construction of educational facilities will be made only after an attempt has been made to carefully consider the viewpoints and needs of students, teachers, parents, and other taxpayers.

Architects employed by the Board are expected to plan for simplicity of design; sound economics, including low long-range maintenance costs and low insurance rates; high educational utility; and flexibility.

Reference: Waller Consol., Texas Board of Education.

Reference: The Code of Alabama, Title 52, Sections 116,183.
Code of Alabama, 1975, Sections 16-9-17 and 16-12-6.

Building Committees
FB-6.20

This Board shall appoint an ad hoc advisory committee of five persons to study and advise the Board on any proposed project of construction planned for this administrative unit.

Further, lay personnel shall be requested to serve with professional personnel in the determination of educational specifications in the planning stages.

Reference: The Code of Alabama, Title 52, Sections 99 and 161.
(Indirect reference)
Code of Alabama, 1975, Sections 16-8-40 and 16-11-12.

Long Range Planning

FD- 6.30

It is the responsibility of the Board and the Superintendent of Schools to develop and implement plans for the district that will meet the educational requirements of the community both today and into the future. For this reason the Board will study and determine a long-range building plan to be implemented over the next several years to meet the District's requirements. The objectives of this plan shall be:

A. To improve the educational environment for students and teachers by raising the physical standards in all buildings to match the most effective facilities already existent in the District.

B. To modernize in phases with first priority given to renovation, second priority to remodeling or improvement of substandard facilities (such as libraries, physical education facilities, etc.) and third priority to the addition of classrooms when enrollment trends indicate they would be necessary.

C. To create school complexes when necessary which are the best possible balance of effective grouping of educational resources, efficient management, and community concerns for the character of the school system.

Reference: The Code of Alabama, Title 52, Sections 113, 116, 117, and 183.
Code of Alabama, 1975, Sections 16-9-14, 16-9-17, 16-9-18 and 16-12-6.

Reference: Waller Consolidated Independent School District.

Long Range Planning Involvement
FDA - 6.301

All facility expansion and/or renovation by the School District shall be preceded by the following:

A. A comprehensive study of enrollment projections for the school zone for which facility expansion is proposed.

B. A comprehensive utilization study of existing facilities.

C. A comprehensive study of the cultural, social, and educational patterns of students to be housed in the proposed facility.

D. A comprehensive study to determine the curriculum needs of the students to be housed in the proposed facility.

It is recommended that many people be involved in planning all facility expansion programs. The composition of committees to conduct the needed comprehensive studies should involve people with varied backgrounds and experiences. Facility planning committees should be selected in a nondiscriminatory manner and should include, but not be limited to, people from the following areas:

A. Lay citizens

B. Students

C. Professional staff

D. Educational consultants

E. Construction consultants

F. Legal consultants

G. Local government officials

H. State and federal government officials

I. Maintenance consultants

Planning for building may be initiated by the Board on request from the schools, the recommendation of the Superintendent, or by the Board's own appreciation of need. Principals and their staffs shall be consulted from sketch plan stage until final layout is determined. Department of Education approval has to be obtained both at sketch plan stage and for the completed plans and specifications. This ensures that the proposed building complies with all the requirements of the state regulations.

Reference: The Code of Alabama, Title 52, Chapter 27D and Sections 99 and 161.
Code of Alabama, 1975, Sections 16-8-40, and 16-11-12. and Chapter 18.

Long Range Needs Determination

FDB- 6.302

This Board shall require a continuous study of the educational needs of the students of this district based on the goals and objectives of the citizenry of the community and in consonance with state requirements.

Reference: The Code of Alabama, Title 52, Sections 116 and 184.
Code of Alabama, 1975, Secions 16-9-17 and 16-12-7.

Naming New Facilities
FDC- 6.303

The general procedure for selecting a name for a new facility shall be as follows:

A. The Board shall appoint a committee composed of two citizens from the community to be served by the facility; one representative from the local teachers association; a president from the local school Parent-Teacher Association; two student representatives from the area to be served; and a member of the local Board.

B. The committee shall then present a list of not less than three names nor more than five names to the Superintendent of Schools who will forward them to the Board.

C. The Board shall then make the final selection of the name from the list submitted by the committee.

Obsolescence Determination
FDBB- 6.304

As population matures or shifts within the school district, certain school buildings and campuses may no longer be needed and should be recycled for the benefit of the public which originally acquired the property. In determining which facility is to be retired for school purposes, the Board will be guided by this combination of factors:

A. Educational flexibility. Which school building is least adaptable for housing a modern and flexible educational program?

B. Neighborhood. Which school building is most isolated in terms of proximity to the residences of students?

C. Cost. Which school building represents the highest cost in terms of upkeep and maintenance?

The Board will seek both professional advice and the advice of the community in making its final determination as to the retirement of any school facility.

Recognizing that retired school property may have value for recreational or other community purposes, the Board will grant first opportunity to acquire such property to the Parks and Recreations Department; the second opportunity to other municipal bodies; and the third opportunity to private entrepreneurs whose use of the property would return it to the district's tax rolls.

Reference: The Code of Alabama, Title 52, Sections 61(16), 117, 184.
Code of Alabama, 1975, Sections 16-9-18 and 16-12-7.
Section 61 (16) of Title 52 deleted from Code of Alabama, 1975, Title 16.

Cost Projections
FDBG- 6.30

This Board of Education shall be the approving authority for projected costs of planned facility expansion or renovations. A committee shall be selected to investigate anticipated costs and to file a written report with the Board.

Reference: The Code of Alabama, Title 52, Section 161.
(indirect reference-inferred from content)
Code of Alabama, 1975, Sections 16-11-12, 16-9-18, and 16-9-20.

School Facility Project Planning
Architects
FE/FEAB
6.40

It shall be the responsibility of the Board to consider, revise, and adopt recommendations of the Superintendent and members of his staff for providing adequate buildings and equipment for this district.

The Board shall employ a competent architect for all facility expansion to be conducted by the School District.

The architect shall advise the administration and the Board on the phases of the program for which he has technical training and experience. He shall perform other functions as follows:

A. He shall translate the educational program for which the facilities are needed into building design and specification. Prior to said translation, he shall work with teachers, principals, Superintendent in the writing of educational specifications.

B. He shall advise the Board on letting of contracts.

C. He shall supervise or direct the supervision of construction.

D. He shall recommend approval and acceptance of the completed facilities.

E. He shall supplement his services when necessary, by consulting specialists such as landscape architects, hearing, ventilating, electrical, structural, and accoustical engineers.

Reference: The Code of Alabama, Title 52, Section 184.
Code of Alabama, 1975, Section 16-12-7 and 16-9-17.
Reference: State Board of Education, Resolution adopted 12/29/75.

Educational Specifications

FEB- 6.401

Educational specifications are a detailed description of: (a) all the activities that will take place in the building; (b) the curriculum to be housed; (c) specific architectural characteristics desired; (d) the facilities needed, their equipment requirements and their space relationships to other facility elements; and (e) pertinent budget and other governing functions or factors. An introductory section shall be devoted to a brief description of the community and the educational philosophy of the district. Preparation of educational specifications serves a dual purpose:

A. To clarify and consolidate the thinking of the administration, the Board, and the community on the needs, desires, and objectives of the educational program to be conducted within the proposed new building.

B. To organize this important information in a manner that can be easily and clearly interpreted by the architect as he assists in said writing.

The persons involved in developing educational specifications should include the Board, which adopts policies, approves final specifications, employs the architect, and provides the budget; the Superintendent, who provides administrative leadership, and evaluation; principals, teachers, and other professional personnel; representative students and citizens; and the architect.

Reference: The Code of Alabama, Title 52, Sections 117 and 184.
Code of Alabama, 1975, Section 16-9-18 and 16-12-7

Plans and Specifications
FED-R- 6.402

Plans and specifications for equipment drawn by an architect under contract to this Board shall specify three(3) items of equal or equivalent design. Under no circumstance shall the manufacturer or his representative be allowed to write, plan, draw, or make specifications for a representative of this Board.

This Board shall be the local approving authority for all plans and specifications.

Separate specifications for the following are required for projects totalling more than $20,000:

A. Heating, ventilating and/or air conditioning and accessories separately or combined into one conductive system.

B. Plumbing and gas fittings and accessories.

C. Electrical installations . . .

D. Refrigeration for cold storage where the cooling load is fifteen(15) tons or more of refrigeration.

All such specifications must be so drawn as to permit separate and independent bidding upon each of the classes of work enumerated in the above subdivisions. All contracts for the erection, construction or alterations of buildings, or any parts thereof, shall award the respective work specified in the above subdivisions separately to those responsible and reliable persons, firms, or corporations regularly engaged in their respective lines of work and who shall have submitted the lowest bid in accordance with law for said work.

Reference: The Code of Alabama, Title 52, Sections 117 and 184.
Code of Alabama, 1975, Section 16-9-18 and 16-12-7.

Site
FEDA
6.403

No contract for the erection of educational facility shall be let by this Board of Education unless the site upon which it is to be erected is owned in fee simple by the district. Said site shall therefore be verified by the board attorney as being completely unattached from the standpoint of liens and/or mortgages. Absolute clear title shall be established relative to said site prior to construction.

Reference: The Code of Alabama, Title 52, Sections 99 and 161.
Code of Alabama, 1975, Section 16-8-40 and 16-11-12.

Bond Sales; Short Term Notes
FFA-FFB
6.404-6.405

Special tax elections shall be necessary to vote bond issues to provide adequate school facilities and equipment.

The Board shall have the authority during any fiscal year upon recommendation of the Superintendent of Schools, to borrow money in anticipation of current revenues for that fiscal year and to pledge the current revenues for said fiscal year for the payment of such loan or loans if funds on hand are not sufficient to meet current expenses. Such loans shall be due and payable not later than the close of the current fiscal year or when the state makes its final appropriation. All such loans shall be approved by the Board prior to negotiating the loan.

Rates of interest on such loans shall not exceed the interest rate approved by the State Board of Education.Loans shall not exceed 75 percent of the previous year's income and will not be made prior to the adoption of the budget for the current fiscal year.

Reference: (Bonds) The Code of Alabama, Title 52, Chapter 27C(2),
Section 513(35h-o), Chapter 27B, Section 513(14-18),
amendments to Section 513-Chapter 27 A-E). Also
Title 52, Sections 216-235(4)
(Notes) The Code of Alabama, Title 52, Sections 243,
and 244.
Code of Alabama,1975, Title 16, Chapters 15-19 (Sections
16-15-1 through 16-19-8); Sections 16-13-90 through 16-13-145,
16-13-145, and 16-13-146.

Project Administration
FG- 6.50

Project administration shall include all aspects associated with construction of the facility. Responsibilities of the Board, Superintendent, architect, and contractor as well as all other involved persons shall be considered as part of the administration of the project.

Reference: The Code of Alabama, Title 52, Sections 117-184.
Code of Alabama, 1975, Sections 16-9-18 through 16-12-7.

General Supervision
FGA- 6.501

The Board of Education shall be the official body relative to project completion when said completion warrants official action. The Board shall delegate to the Superintendent of Schools the power to administer the project. The architect employed by this Board of Education shall supervise all technical aspects of construction following the award of the contract to a general contractor. The contractor shall be responsible for posting bonds in accordance with law.

The Board of Education must approve any change order which may alter terms of an approved construction contract. Prior advice from its counsel shall be received before such approval by the Board.

Contractors shall submit periodic estimates to the architect for initial approval. The architect, when approving said requests, shall so notify the Superintendent of Schools. Upon this basis, the Board shall authorize payment of the estimates relative to materials and labor.

Reference: The Code of Alabama, Title 52, Sections 117-184.
Code of Alabama, 1975, Sections 16-9-18 through 16-12-7.

Site Acquisition Procedures
FGB- 6.502

This Board shall acquire sites for the erection of school facilities in accordance with applicable law. Every attempt shall be made to provide fair market value for said site. Purchasing procedures shall be in accordance with law. All procedures relative to site acquisition shall receive prior legal affirmation by the Board attorney.

Reference: The Code of Alabama, Title 52, Sections 99, 161.
Code of Alabama, 1975, Sections 16-8-40 and 16-11-12.

Bids and Quotations
FGC- 6.503

Bids and quotations for construction or repair work requiring expenditure of moneys beyond the limits fixed by law shall be subject to competitive bids in compliance with statutory provisions. The Board of Education, when requesting bids, shall also advertise said fact for three consecutive weeks in a newspaper serving the community wherein the district is located. Said advertising shall precede any opening of bids by the architect. All bids shall remain in sealed envelopes until the precise moment fixed for opening. The Board reserves the right to reject any and all bids or quotations without stating cause.

Reference: The Code of Alabama, Title 55, Sections 506-517.
Act No. 217 S23, 1969 Special Session of Legislature.
Code of Alabama, 1975, Sections 41-16-50 through 41-16-63.

Surety Bonds
FGEC- 6.504

Surety bonds or deposit of money to insure faithful performance shall be required upon signing a contract for the proposed construction of educational facilities.

Such bond may be rejected where unsettled claims or complaints exist within 180 days upon completion of the project.

Reference: The Code of Alabama, Title 52, Sections 99 and 161.
Code of Alabama, 1975, Section 16-8-40 and 16-11-12.

Final Payment

FGHB- 6.505

Final payment shall be made within 45 days after completion of a project and upon certification by the architect. If a delay is caused by the contractor beyond limits established for extended time, the project may be occupied for the purposes for which it was constructed without payment or interest withheld past the 45 day limit.

PART VI

SELECTED READINGS ABSTRACTS
ON
FACILITIES EXPANSION PROGRAM

FA 6.10 GOALS AND OBJECTIVES

REPORT NUMBER ED120908

TITLE THE PROCESS OF DEVELOPING EDUCATIONAL SPECIFICATIONS.

AUTHOR(S) EARTHMAN, GLEN I.

NOTE 15 p.

PUB DATE MAR 76

ABSTRACT

WITH SCHOOL ENROLLMENTS FLUCTUATING, EDUCATIONAL ADMINISTRATORS NEED TO DO A MORE THOROUGH JOB OF PLANNING FOR FUTURE EDUCATIONAL FACILITIES. EDUCATIONAL SPECIFICATIONS CAN PROVIDE A HELPFUL PLANNING FOUNDATION FOR THE EDUCATOR AND THE ARCHITECT. THE SPECIFICATIONS SHOULD PROVIDE SPECIFIC OBJECTIVES THAT CONSIDER THE TEACHING/LEARNING PROCESS TO TAKE PLACE IN THE FACILITY, THE SIZE OF THE STUDENT BODY TO BE HOULSED, SOCIAL AND ACADEMIC BACKGROUNDS OF STUDENTS, NECESSARY MEDIA FACILITIES, AND POTENTIAL COMMUNITY USE OF THE FACILITY. THE DEVELOPMENT OF EDUCATIONAL SPECIFICATIONS SHOULD BE DONE BY AN EDUCATOR, AND IT SHOULD INVOLVE AND REFLECT THE NEEDS OF THE BOARD OF EDUCATION, ADMINISTRATORS, TEACHERS, STUDENTS, AND THE COMMUNITY, ONCE THE EDUCATIONAL SPECIFICATIONS HAVE BEEN DEVELOPED FOR A FACILITY, THERE SHOULD BE CONTINUOUS EVALUATION OF THE ARCHITECTURAL DRAWINGS TO SEE THAT THE SPECIFICATIONS ARE BEING MET. (AUTHOR/JG)

DESCRIPTORS

BUILDING DESIGN
EDUCATIONAL ADMINISTRATION
EDUCATIONAL PLANNING
ELEMENTARY SECONDARY EDUCATION
FACILITY REQUIREMENTS
DESIGN NEEDS
EDUCATIONAL FACILITIES
EDUCATIONAL SPECIFICATIONS
FACILITY PLANNING

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FD 6.30 LONG RANGE PLANNING

REPORT NUMBER ED108395

TITLE EDUCATIONAL FACILITIES PLANNING, A SELECTED, ANNOTATED BIBLIOGRAPHY.

AUTHOR(S) CONRAD, M. H.; AND OTHERS

SOURCE OHIO STATE UNIV., COLUMBUS. COLL. OF EDUCATION

NOTE 79 p.

PUB DATE 75

ABSTRACT

THIS BIBLIOGRAPHY PROVIDES BRIEF DESCRIPTIONS OF CURRENT LITERATURE INTENDED TO AID FACILITY PLANNERS. THE MATERIAL IS ORGANIZED UNDER NINE TOPICS: (1) GENERAL REFERENCES, (2) PERIODICALS FREQUENTLY CONTAINING ARTICLES PERTAINING TO EDUCATIONAL FACILITIES, (3) FACILITY PLANNING--A COMPONENT OF COMPREHENSIVE EDUCATIONAL PLANNING, (4) OVERVIEW OF EDUCATIONAL FACILITY PLANNING, (5) TACTICAL FACILITY PLANNING--DISTRICTWIDE BUILDING SURVEY, (6) OPERATIONAL FACILITY PLANNING--PLANNING AND INDIVIDUAL BUILDING, (7) THE ARCHITECT AND HIS WORK, (8) MOVING IN AND SETTING DOWN, AND (9) RELATED TOPICS. (MLF)

DESCRIPTORS

ANNOTATED BIBLIOGRAPHIES
EDUCATIONAL FACILITIES
ENERGY CONSERVATION
FACILITY GUIDELINES
FACILITY REQUIREMENTS
ARCHITECTS
EDUCATIONAL SPECIFICATIONS
ENROLLMENT PROJECTIONS
FACILITY PLANNING
LITERATURE REVIEWS

AVAILABILITY: FACULTY OF EDUCATIONAL ADMINISTRATION, COLLEGE OF EDUCATION, THE OHIO STATE UNIVERSITY, COLUMBUS, OHIO 43210 ($3.50)

EDRS PRICE MF-$0.76 HC-$4.43 PLUS POSTAGE

9

FD 6.30 LONG RANGE PLANNING

REPORT NUMBER ED125071

TITLE GUIDE FOR PLANNING EDUCATIONAL FACILITIES. AN AUTHORITATIVE AND COMPREHENSIVE GUIDE TO THE PLANNING OF EDUCATIONAL FACILITIES FROM THE CONCEPTION OF NEED THROUGH THE UTILIZATION OF THE FACILITY. FIFTH EDITION.

SOURCE COUNCIL OF EDUCATIONAL FACILITY PLANNERS, COLUMBUS, OHIO.

NOTE 188 p.; FOR A RELATED DOCUMENT, SEE ED 043 958

PUB DATE 76

ABSTRACT

THE FIFTH EDITION OF THE GUIDE IS A REFERENCE WORK COVERING ALL PHASES OF PLANNING, DESIGN, CONSTRUCTION, AND RENOVATION OF EDUCATIONAL FACILITIES. THE LOOSE-LEAF FORMAT IS ISSUSTRATED WITH HUNDREDS OF DIAGRAMS AND PHOTOGRAPHS AND IS DESIGNED TO HOLD ADDITIONAL UNITS OR REVISIONS. A BRIEF SUMMARY OF SCHOOL BUILDING DESIGN IN THE UNITED STATES AND AN OVERVIEW OF VARIOUS SOURCES OF ASSISTANCE AND GUIDANCE FOR PLANNERS ARE FOLLOWED BY HOW-TO INFORMATION ON (1) EDUCATIONAL FACILITIES SURVEY, (2) SELECTION AND RESPONSIBILITIES OF THE ARCHITECT, (3) ESTABLISHING EDUCATIONAL SPECIFICATIONS, (4) SITE SELECTION AND DEVELOPMENT, (5) REQUIREMENTS FOR LEARNING AND AUXILIARY SPACES, (6) ENVIRONMENTAL CONSIDERATIONS, (7) FURNITURE AND EQUIPMENT, (8) CONTROLLING COSTS, (9) BUDGETING AND FINANCING, (10) THE CONSTRUCTION PROGRAM, (11) FACILITY RENOVATION, AND (12) ORIENTATION AND EVALUATION. AN INDEX IS INCLUDED. (MLF)

DESCRIPTORS

ARCHITECTS
EDUCATIONAL EQUIPMENT
EDUCATIONAL FINANCE
ENERGY CONSERVATION
FACILITY CASE STUDIES
FACILITY INVENTORY
FACILITY REQUIREMENTS
SCHOOL DESIGN
SCHOOL SPACE
CLASSROOM FURNITURE
EDUCATIONAL FACILITIES
EDUCATIONAL PLANNING
ENVIRONMENTAL CRITERIA
FACILITY GUIDELINES
FACILITY PLANNING
SCHOOL CONSTRUCTION
SCHOOL IMPROVEMENT
SITE SELECTION

AVAILABILITY: COUNCIL OF EDUCATIONAL FACILITY PLANNERS, INTERNATIONAL,
29 WEST WOODRUFF AVENUE, COLUMBUS, OHIO 43210 ($15.00)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

FDBB 6.304 OBSOLESCENCE DETERMINATION

REPORT NUMBER ED066846

TITLE RELOCATABLE SCHOOL FACILITIES. A REPORT.

SOURCE EDUCATIONAL FACILITIES LABS., INC., NEW YORK, N.Y.

NOTE 71 p.

PUB DATE 64

ABSTRACT

THIS DOCUMENT PROVIDES BASELINE INFORMATION ABOUT TEMPORARY FACILITIES AS ALTERNATIVES TO SCHOOL CONSTRUCTION, MORE THAN 40 INDIVIDUAL SCHOOL DISTRICTS IN 18 STATES COOPERATED IN A REVIEW OF THEIR UNITS. THE STUDY SCANS THE PROBLEM OF TEMPORARY FACILITIES HISTORICALLY, ANALYZES PREVAILING CONDITIONS AT THE BEGINNING OF THE 1960'S, mAKES PROJECTIONS CONCERNING FUTURE USE OF RELOCATABLES, DISCUSSES NEW DEVELOPMENTS AND TRANSPORTATION PROBLEMS, AND INCLUDES GUIDES FOR CALCULATING COSTS. THE PUBLICATION INCLUDES A DETAILED CHART THAT DISPLAYS SPECIFICATIONS FOR AND COSTS OF THE TEMPORARY STRUCTURES IN 23 SELECTED DISTRICTS. THE CHART IS KEYED TO PHOTOGRAPHS AND DESCRIPTIONS OF SOME OF THE DISTRICT UNITS SURVEYED IN THE STUDY. THE DOCUMENT CONCLUDES WITH SKETCHES AND PLANS FOR A 'CONVERTIBLE CLASSROOM/COMMONS CORE' -- A PERMANENT STRUCTURE DESIGNED TO SERVE MULTIPLE PURPOSES IN CONJUNCTION WITH LINKAGE PROVISIONS FOR A VARIABLE NUMBER OF RELOCATABLE UNITS. (PHOTOGRAPHS MAY REPRODUCE POORLY.) (MLF)

DESCRIPTORS

CASE STUDIES
EDUCATIONAL FACILITIES
FACILITIES
FACILITY PLANNING
FLEXIBLE FACILITIES
MOVABLE PARTITIONS
RELOCATABLE FACILITIES
SCHOOL IMPROVEMENT
SPACE UTILIZATION
COMPONENT BUILDING SYSTEMS
ENROLLMENT RATE
FACILITY EXPANSION
FLEXIBLE CLASSROOMS
MOBILE CLASSROOMS
PREFABRICATION
SCHOOL DISTRICT SPENDING
SCHOOL PLANNING

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FDBG 6.305 COST PROJECTIONS

REPORT NUMBER ED106934

TITLE CAPITAL OUTLAY FINANCING.

SOURCE VERMONT STATE DEPT. OF EDUCATION, MONTPELIER.

NOTE 18 p.

PUB DATE JAN 74

ABSTRACT

THE VERMONT STATE BOARD OF EDUCATION ADOPTED A CAPITAL OUTLAY PROGRAM IN FEBRUARY 1974, THAT REQUIRES LOCAL SCHOOL DISTRICT TO FILE SHORT- AND LONG-RANGE FACILITY NEEDS PLANS BASED ON DEPARTMENT OF EDUCATION MODELS. THIS DOCUMENT, EXCERPTED FROM STATE BOARD OF EDUCATION MINUTES, DESCRIBES THE MINIMUM REQUIREMENTS FOR RECEIVING STATE AID FOR SCHOOL CONSTRUCTION. MEASURES OF NEEDS, MAXIMUM ELIGIBLE BUILDING COSTS, ELIGIBLE COSTS OR SPACES, NONELIGIBLE COSTS OR SPACES, ALTERATIONS AND ADDITIONS, SPACE ALLOWANCE FORMULAS, AND BASIC UNIT COST INCREMENTS ELIGIBLE FOR STATE CONSTRUCTION AID ARE DESCRIBED. (DW)

DESCRIPTORS

CAPITAL OUTLAY (FOR FIXED ASSETS)
CONSTRUCTION NEEDS
EDUCATIONAL ADMINISTRATION
EDUCATIONAL FINANCE
FACILITY PLANNING
FINANCIAL SUPPORT
STATE BOARDS OF EDUCATION
CONSTRUCTION COSTS
DIARIES
EDUCATIONAL FACILITIES
ELEMENTARY SECONDARY EDUCATION
FACILITY REQUIREMENTS
STATE AID
STATE STANDARDS

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

FE 6.40 SCHOOL FACILITY PROJECT PLANNING

REPORT NUMBER ED111058

TITLE PRECONSTRUCTION PLANNING FOR EDUCATIONAL FACILITIES: A HANDBOOK FOR SCHOOL BUSINESS OFFICIALS. RESEARCH BULLETIN NO. 13.

AUTHOR(S) STREVELL, WALLACE H.

SOURCE ASSOCIATION OF SCHOOL BUSINESS OFFICIALS, CHICAGO, ILL. RESEARCH CORP.

NOTE 128 p.

PUB DATE 72

ABSTRACT

EACH OF 16 AUTHORS TREATS A TECHNICAL ASPECT OF PRECONSTRUCTION PLANNING IN THIS BULLETIN. APPLICATION OF SYSTEMS LOGIC APPEARS IN THE ORGANIZATION OF THE CHAPTERS. THE PROBLEM IS DEFINED AS A SURVEY PROCEDURE IN CHAPTERS DISCUSSING THE SCHOOL BUSINESS OFFICIAL, PLANNING TERMINOLOGY, AND STAFF STRUCTURE. VARIATIONS OF OBJECTIVE SYNTHESIS ARE PRESENTED IN CHAPTERS ABOUT COORDINATING SCHOOL PLANNING WITH URBAN RESEARCH, PLANT EVALUATION, FINANCIAL RESOURCES AND CONSTRAINTS, MASTER PLAN PRIORITIES, AND CAMPUS PLANNING. PATTERNS OF ALTERNATIVES ARE ANALYZED IN CHAPTERS CONCERNING METROPOLITAN SCHOOL SITES, DECENTRALIZATION VERSUS CENTRALIZATION IN URBAN DEVELOPMENT, COMPUTING SCHOOL PLAN CAPACITY, AND COMPARATIVE TECHNOLOGY IS SCHOOL DESIGN. IMPLEMENTATION OF THE SYSTEMS APPROACH IS SHOWN IN CHAPTERS ABOUT DESIGN FOR OPERATION AND MAINTENANCE, SECURITY MANDATES, SELECTION OF FURNITURE AND EQUIPMENT, AND PUBLIC INFORMATION IN BOND ELECTIONS. APPENDIXES CONTAIN A GLOSSARY AND PLANT STANDARDS. (AUTHOR/MLF)

DESCRIPTORS
CAMPUS PLANNING
EDUCATIONAL FACILITIES
ELECTIONS
FACILITY PLANNING
MASTER PLANS
SCHOOL MAINTENANCE
STAFF UTILIZATION
CONSTRUCTION NEEDS
EDUCATIONAL FINANCE
FACILITY GUIDELINES
FACILITY REQUIREMENTS
PUBLIC RELATIONS
SITE ANALYSIS
SYSTEMS APPROACH

ABAILABILITY: ASSOCIATION OF SCHOOL BUSINESS OFFICIALS, 2424 WEST LAWRENCE AVENUE, CHICAGO, ILLINOIS 60625 ($1.00; MAKE CHECKS PAYABLE TO ASSOCIATION OF SCHOOL BUSINESS OFFICIALS)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS

FEDA 6.403 SITE

REPORT NUMBER ED096763

TITLE A STUDY OF THE FACTORS AND PROCEDURES USED FOR SCHOOL SITE SELECTION, SITE DEVELOPMENT, AND SITE UTILIZATION.

AUTHOR(S) WOEHR, WILLIAM STEWART

NOTE 35 p.; DISSERTAION ABSTRACT, TEMPLE UNIVERSITY

PUB DATE MAY 73

ABSTRACT

THIS STUDY ATTEMPTED TO DETERMINE THE FACTORS AND PROCEDURES USED BY SCHOOL ADMINISTRATORS AND SCHOOL BOARDS IN BUCKS AND MONTGOMERY COUNTIES, PENNSYLVANIA, WHEN SCHOOL SITES WERE SELECTED AND DEVELOPED; AS WELL AS TO FIND THE EXTENT TO WHICH THESE SITES WERE BEING UTILIZED BY SCHOOL AND COMMUNITY GROUPS. SPECIFICALLY, THE STUDY STROVE TO DETERMINE WHICH OF 25 PREESTABLISHED SITE SELECTION FACTORS AN ADMINISTRATOR USES WHEN CONSIDERING A SITE FOR PURCHASE; TO WHAT EXTENT (1) EDUCATIONAL SPECIFICATIONS CONCERNING FUTURE SITE UTILIZATION ARE WRITTEN AND IMPLEMENTED, (2) LOCAL CITIZENS PARTICIPATE AS RESOURCE PEOPLE IN SITE SELECTION AND DEVELOPMENT, (3) PLANS ARE WRITTEN FOR SITE DEVELOPMENT, AND (4) VARIOUS SOURCES OF FUNDS FOR INITIAL SITE DEVELOPMENT ARE USED; AND TO WHAT EXTENT SITES ARE USED FOR THE DAILY INSTRUCTIONAL PROGRAM, SCHOOL RECREATIONAL AND ATHLETIC PROGRAMS, AND BY THE COMMUNITY. TWO QUESTIONNAIRES WERE DEVISED TO GATHER INFORMATION FOR THE RESEARCH. SITES INCLUDED IN THE STUDY WERE IDENTIFIED BY A THOROUGH SEARCH OF ALL NONTAXABLE PROPERTY RECORDS LOCATED IN EACH COUNTY COURT HOUSE. SITE SELECTION FACTORS FOUND TO BE MOST IMPORTANT INCLUDE LOCATION, ACCESSIBILITY, AVAILABILITY, SIZE, EDUCATIONAL ADAPTABILITY, UTILITIES AVAILABLE, COST OF LAND, SITE DEVELOPMENT, PUBLIC SERVICES, AND TOPOGRAPHY. (AUTHOR/DN)

DESCRIPTORS

COMMUNITY INVOLVEMENT
EDUCATIONAL FACILITIES
FACILITY GUIDELINES
FACILITY REQUIREMENTS
REAL ESTATE
SCHOOL PLANNING
SITE ANALYSIS
SITE SELECTION
DESIGN NEEDS
EVALUATION CRITERIA
FACILITY PLANNING
FACILITY UTILIZATION RESEARCH
SCHOOL LOCATION
SCHOOL ZONING
SITE DEVELOPMENT

IDENTIFIERS

PENNSYLVANIA

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FG 6.50 PROJECT ADMINISTRATION

REPORT NUMBER ED117797

TITLE ADMINISTRATOR'S GUIDE TO SCHOOL CONSTRUCTION, REMODELING AND MAINTENANCE.

AUTHOR(S) HERMAN, JERRY J.; HIRSEKORN, ROBERT

NOTE 207P.

PUB DATE 75

ABSTRACT

THIS BOOK DISCUSSES EACH OF THE SPECIFIC PHASES OF A SCHOOL BUILDING PROGRAM FROM RECOGNITION OF THE NEED TO BUILD THROUGH THE OCCUPANCY AND MAINTENANCE OF THE BUILDING. THE PRESENTATIONS OFFER PRACTICAL EXAMPLES IN THE AREAS OF PREPLANNING, DEVELOPMENT OF EDUCATIONAL AND ARCHITECTURAL SPECIFICATIONS, SELLING AND FINANCING SCHOOL BUILDINGS, CONSTRUCTING AND EQUIPPING FACILITIES, AND SCHOOL MAINTENANCE. THROUGHOUT THE BOOK, REALISTIC, SIMPLIFIED APPROACHES TO PROBLEM-SOLVING ARE PRESENTED, AND THE ADVANTAGES AND DISADVANTAGES OF ALTERNATIVE SOLUTIONS ARE DISCUSSED. INDIVIDUAL CHAPTERS FOCUS IN TURN ON DEVELOPING EDUCATIONAL SPECIFICATIONS, FINANCING AND SELLING THE NEED FOR EDUCATIONAL FACILITIES, REMODELING AND RENOVATING OLD BUILDINGS, DESIGNATING MAJOR RESPONSIBILITIES AND ARCHITECTURAL SPECIFICATIONS, EVALUATING METHODS AND MATERIALS FOR CONSTRUCTING NEW FACILITIES, DEALING WITH THE VARIOUS TRADES AND SPECIALTIES INVOLVED IN A SCHOOL CONSTRUCTION OR REMODELING PROJECT, AND MAINTAINING EDUCATIONAL FACILITIES. (AUTHOR/JG)

DESCRIPTORS

ADMINISTRATOR GUIDES
CONSTRUCTION COSTS
EDUCATIONAL FACILITIES
ELEMENTARY SECONDARY EDUCATION
SCHOOL BUILDINGS
SCHOOL IMPROVEMENT
ADMINISTRATOR ROLE
CONSTRUCTION PROGRAMS
EDUCATIONAL FINANCE
FACILITY PLANNING
SCHOOL CONSTRUCTION
SCHOOL MAINTENANCE

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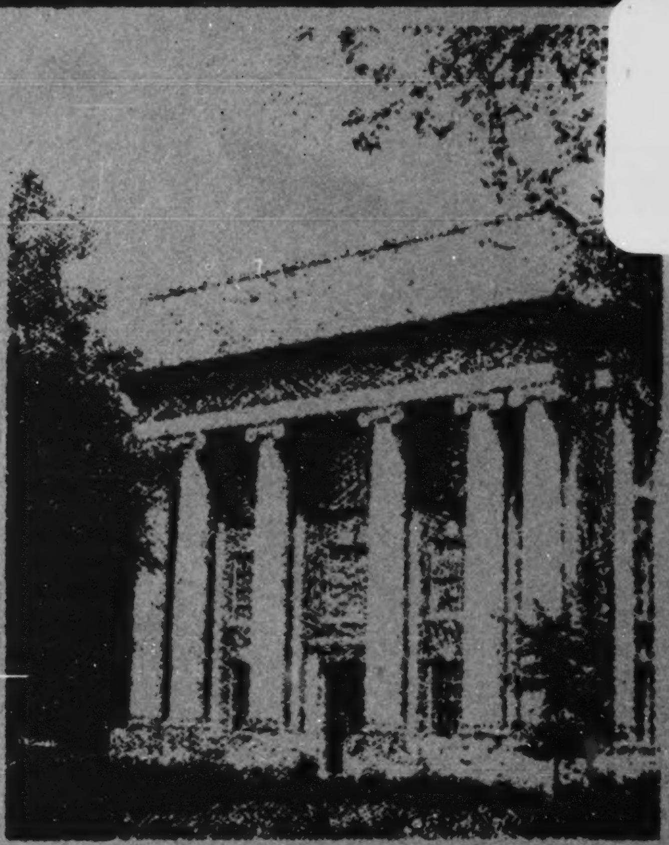
EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS

A RESOURCE GUIDE FOR SCHOOL BOARD POLICY IN ALABAMA

Religion, Morality, and Knowledge Being Necessary to Good Government and the Happiness of Mankind, Schools and the Means of Education Shall Forever Be Encouraged



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7.10 GAAA Should employment opportunity be given to all applicants on an equal basis irregardless of race, color, creed, or nationality? What new positions are available for women now because of Title IX which formerly would have been offered only to males?

7.101 GAC Are there specific areas in which staff members can constructively participate in the decision-making process? If so, what are these areas?

7.102 GAB Through what avenues can staff participation in budget planning best contribute to system goals? What role does the superintendent play in this process? In which areas of the school program can the principal secure meaningful involvement?

7.103 GAD What State Board of Education policy has influenced a local system's increased attention to professional development opportunities? Is this good? What types of in-service programs contribute the most to professional development? Have the new regulations caused noted improvements in Alabama teaching compenencies?

7.201 Complaints and Grievances

7.201 GAE What provisions should be made for complaints and grievances? Why should the aggrieved person seek redress first at the lowest administrative level?

What constitutes a complaint or grievance? What is the normal procedure for grievance resolution? Through what "levels" can the aggrieved seek redress? What is the current legal status of grievance procedures in Alabama? Would establishment of a uniform statewide procedure lessen the present disunity within the teaching profession?

Other Staff Relationships

7.202 GAF What characteristics denote effective staff-student relations? What evidence can one find that the teacher who tries to be popular seldom achieves the maximum staff-student relationship? How can administrators and supervisors best help teachers to improve staff-student relations? What should be the goal of the staff-student relationship?

7.203 GAHB What freedoms should all educators have relative to political activity? Is the Board's demand that partisan political activities not take place during school hours on school premises a violation of a teacher's constitutional rights? Should all partisan politics be banned from the school? If so, why?

7.204 GAH How important is the teacher's role to effective school-community relationships? How does one reconcile a teacher's right to Freedom of Speech with his or her obligation to seek redress of grievances through proper procedures, rather than to downgrade the school to the community? Is it also important that the teacher avoid undue praise of the school's program? Why?

Solicitations and Gifts

7.301 GAIA Is the faculty and staff authorized to solicit from pupils donations, dues, or services for causes such as Red Cross, United Fund? What are the restrictions if any? Who can authorize a solicitation? What procedures are involved?

7.302 GAIB Who may solicit donations from the faculty and staff and under what conditions? Should the Superintendent or Principal (or either) solicit a donation from a faculty member? Should a Board member solicit donations from the Superintendent or any of the system's personnel? What about local advertising or selling in the schools?

7.303 GAJA May staff members give gifts to pupils, other staff members? What regulatory criteria should apply?

7.304 GAJB Are gifts to faculty members to be restricted or controlled? Is a cost limit placed on Christmas gifts from pupils or parents to faculty and staff? Is such a limit placed on gifts from staff member to staff member or from staff member to superintendent?

Personnel Records

7.401 GAK- GAK-R What use is made of personnel records; by whom and under what circumstances?

7.402 GAK-R What steps are taken to safeguard the confidentiality of personnel records?

7.403 GAK-R What is contained in the Evaluation Section? Is the teacher given notice of what material is being placed in this section? If not, should he or she be so notified?

7.404 GAK-R 7.405 Does the teacher have the opportunity to refute the statement or evaluation? Does this teacher comment become a part of the record?

7.406 GAK-R What administrative personnel have access to the teacher's personnel record?

7.407 GAK-R Should the teacher have access to the personnel record including all material contained therein? What procedures are involved?

7.408 GAK-R What types of information are to be contained in the records and updated as needed? Under what circumstances, if any, can public use be made of personnel records? Can any information be provided to anyone outside the school system without the employee's authorization?

7.50 Salary Deductions

GAL

7.701 What salary deductions are required by law, e.g.,
income tax, social security? What deductions are
7.502 permitted as voluntary deductions, group insurance,
annuity plans, dues to professional organizations?
What provisions govern any other deductions from
an employee's checks?

7.503 GAL-R What specific regulations are implemented by the school system for handling payroll deductions for insurance and annuity plans? What must the companies do in this regard?

Staff Rights and Responsibilities

7.601 GBA Does the School District have a responsibility to develop and follow a salary schedule or compensation guide? Is the basis for the salary schedule the amount allotted to the system under the Alabama Minimum Program Law? Is a system's compensation guide competitive with other systems in Alabama?

7.602 GBA-E Does Alabama Law require that standard contracts be issued to all personnel? Does this contract serve a joint purpose? If so, how? What stipulations are included relative to breach of contract? When is the last day for officially resigning from the system?

7.603 GBB What types of professional positions are needed by the school system? How are these needs determined?

7.604 GBBA What are the minimum qualifications for professional personnel? Are the qualifications firm or guidelines? Does the school system seek to go beyond minimum requirements in qualifying personnel? What State Board of Education requirements have upgraded the qualifications required by individual systems? What requirements have been mandated which affect qualifications after the teacher has been initially employed?

GBC(GBD)
7.605

What kind of recruitment system is needed by the typical Alabama School District? Do existent policies note adequate attention to recruitment as the means of attracting quality personnel to meet predetermined needs? What factors are involved in the selection of professional employees? Are these sufficiently objective? Do School Districts attempt to find a balance between local and other applicants, or is the School District replete with only locally born and bred teachers? Does the Board, by policy and practice, create conditions which will attract the kinds of personnel needed?

Is recruitment an integral part of the personnel function related to the programs of curriculum and instruction? Are applicants' qualifications measured against position guides? How are the ultimate selections made? Is the selection process developed into policy relative to:(a) definition of characteristics to be evaluated, (b) verified information, in accordance with law, about personnel under consideration, (c) a screening system involving principals and teachers, (d) development of a ranked list of eligible candidates, (e) nominations from the Superintendent of Schools, (f) approval by the Board or rejection of nominations, and (g) nomination of another applicant by the Superintendent of Schools. Does the system mandate that the nominations be accepted? Do the policies clearly delimit Board roles relative to selection?

GBE(GBEA)
7.606
7.607

How are professional personnel to be assigned? Are assignments based on school needs as matched to personnel qualifications? What are the priorities relative to assignment? What provisions are made to comply with Federal Court requirements relative to ratios? What criteria are provided to assure that assignments are based only on needs of the system rather than on discriminatory bases? Are teachers sent written notice of their assignments?

GBF
7.608

What are the major needs of the induction or orientation program relative to the new employee and the school system? Is the induction period viewed as merely a "time to get settled," or as the time span from initial selection throughout the probationary period? Is the induction program such that both central office personnel and local school personnel assist the new employee?

GBG 7.607 Is a probationary period required by all professional personnel hired by the Board of Education? What legal constraints apply?

GBH 7.610 How shall professional personnel be evaluated? What policies have been adopted relative to the primary functions of evalaution? Who shall participate in deciding what will be evaluated and what criteria will be evaluated. Is evaluation to be considered in assessing re-employment recommendations? Will the employee be provided a copy of the evaluation or be appraised of the results in some other way?

GBI 7.611 Through what specific procedures is the evaluation program to be conducted? Who shall design these procedures? Is such design a cooperative endeavor which includes both principals and teachers?

GBJ 7.612 Are considerations of professional personnel for promotions based on objective criteria? Who recommends a candidate for promotion? Can the Board promote personnel without the Superintendent of Schools' having first recommended said personnel?

GBK 7.613 What provisions does the Code of Alabama contain relative to suspension of employees? What types of conduct are subject to such action? What appeal procedure is available to the suspended employee? Who ultimately rules on payment of salary during the term of suspension?

GBL 7.614 What legal provisions concern attainment of tenure (continuing service status) in Alabama? What is the time period which must precede awarding of continuing service status? Whose responsibility is it to place the probationary employee on tenure status? Who shall be eligible in Alabama for consideration as tenured employees?

GBM 7.615 Under what conditions can an employee be transferred from one position to another? What factors are considered relative to voluntary transfers? What provisions are made relative to involuntary transfers? Is an appeals procedure available if the teacher objects to said involuntary transfer?

GBN 7.616 What conditions and procedures govern the involuntary separation of personnel? Must procedural due process guarantees be afforded all employees whom the system seeks to terminate? What reasons warrant separation? Should the Board serve as the final hearing body? Should equal due process guarantees be extended to both probationary and tenured employees facing termination? What legal procedures must be followed?

GBO 7.617	What policy should govern resignation? Should this policy include a deadline for voluntary resignations? Should there be a penalty for resignations tendered beyond the deadline? Are there legal provisions relative to deadlines? If so, what does the Code of Alabama contain relative to resignations?
GBQ 7.618	What legal provisions does the Code of Alabama contain relative to Teacher Retirement? How does the Alabama retirement system compare with retirement systems of other states? Is participation mandatory in Alabama?
GBRA 7.619	Are professional employees required to have health examinations? What are the minimum requirements specified by law? When and how often are such examinations required?
GBRB 7.620	What time schedules should be established for the professional staff. Should teacher schedules provide duty time prior to pupil arrival and subsequent to pupil departure? Should administrative offices be open for a normal work day? Should administrators be required to maintain these schedules throughout the months when school is not in session?
GBRC 7.621	Are workloads for professional employees to be established through policy and regulations, for example one period during the day for teacher preparation? How do regional and state accrediting agencies influence the workloads within elementary and secondary schools? What are the requirements relative to maximum number of pupils taught daily and maximum number of pupils permitted in an academic class(excepting band and physical education classes and choral periods)? How can the existent formulas be adjusted to accommodate unusually difficult situations?
GBRD 7.622	How are staff meetings to be viewed? What should be their purposes, frequency and conditions of attendance required?
GBRE 7.623	What policies should cover extra duty? How does the local school principal equate staff rights with staff responsibilities in assigning extra duty? How and under what conditions are teachers supplemented for extra duty? Are there extra duties which do not relate to the professional status of the teacher?

GBRF 7.624	Should the School District provide for travel expenses for professional employees and if so for what purposes? What procedures should be implemented relative to accounting for funds expended. How should authorization for such travel be granted? What should be the extent of reimbursement? Should amounts coincide with allotments granted to other state employees?
GBRG 7.625	What policy guidelines should be developed for non-school employment of professional personnel? Can any professional employee, while not committed to his school-related duties, accept additional employment by another employer? Can an employee teach or engage in other occupations at night, on week-ends, during holidays, and vacation periods? Is prior approval necessary? What legal rights does the School District have relative to this question? Should policies which encourage ethical behavior be emphasized rather than specific restrictions placed on the professional employee?
GBRGA 7.626	What conditions govern consulting for pay or non-payment type consultations? Is the Board policy one which restricts, constrains or controls the consulting activities? Is writing a book which will be sold considered consulting? Is service to another school as a consultant permissible? May an employee serve as a consultant to a college or university?
GBRGB 7.627	What criteria should characterize policies relative to tutoring for pay? Should a teacher be permitted to tutor for pay students in his or her classes? Can a teacher tutor for pay during school time, e.g., during his or her preparation period?
GBRH 7.70	What general procedures govern application for professional leave during the school year? Who shall be designated to approve or disapprove teacher requests for professional leave? Should use of professional leave be encouraged if the reasons improve teacher competencies? What provisions should be made to equitably distribute professional leave days? Can such leave be authorized for work in recognized professional organizations?
GBRH-R 7.701	What procedures shall the Board of Education implement concerning annual leaves of absence? Must applicants have achieved continuing service status prior to requesting annual leave? What procedures govern the employee request for annual leave? Shall such leave be without salary? Does the employee maintain other accruable benefits including tenure status?

GBRHB 7.702	What provisions can a School District make to permit professional leave for the purpose of making educationally-oriented visitations or attending educational conferences? Should such activities be encouraged? What limitations apply relative to reimbursement? Who makes the final determinations relative to reimbursements and numbers of allowable days?
GBRH 7.703	What provisions are made relative to summer leave for twelve month personnel, ten month personnel, and nine month personnel? Should summer school attendance be encouraged? What constraints should be placed on said attendance by twelve month personnel?
GBRI 7.704	Who is covered and eligible for personal leave? What regulatory criteria, if any, relate to use of personal leave by employees? Is personal leave cumulative from year-to-year? May personal leave be used for sick leave purposes?
GBRIA 7.705	What types of legally-oriented absences are provided for by the School District based on statutes? Can teachers be excused with pay for serving on state court juries, Federal juries? May a teacher be excused with no loss of pay when subpoenaed as a witness? What statutes prescribe legal absences?
GBRIB 7.706	Under what conditions is sick leave granted in Alabama? How are sick leave days earned? What are the legal restrictions and regulations involved concerning sick leave? Is sick leave cumulative and, if so, how many days can be accumulated by employees? How does the Board receive reimbursement?
GBRIC 7.707	What policies does the School District have relative to maternity leave. Do the existent policies comply with the recently enacted Title IX mandates? Is pregnancy treated as a temporary disability? When is the employee eligible to continue service following birth of the child? When must she stop working prior to birth? What reports must be filed with the Superintendent of Schools? Who, in essence, governs the time of withdrawl from service and the time of return to teaching duties?
GBRID 7.708	How does the School District provide for military leave during peace time, war time? How is reserve duty handled? Must an employee be on continuing service status to qualify for military leave? What are the exceptions? How are personnel re-assigned following discharge?

GBRIE 7.709 Is leave to be granted for certain religious purposes at times when school is in session? If so, under what circumstances?

GBRIF 7.710 Is bereavement leave to be granted and if so to what degree of kinship? What provisions are made for exceptionally close ties where kinship does not exist? How many days of bereavement leave are to be granted in any year and are the numbers of days cumulative?

GBRJ 7.711 What arrangements are to be made for substitute teachers? Is the employee responsible for identifying his or her own substitute or is a list of eligible substitutes established and arranged by either the principal or Superintendent of Schools? To whom must the employee provide notification of absence? What is the scale from which the pay of substitute teachers is derived? Is its basis local or state-wide? Are the same qualifications required of substitutes as for regular teachers? If not, how do the qualifications differ?

GBRK 7.712 What vacation and holiday schedule is to be developed for school personnel? How do twelve month, ten month, and nine month employees differ relative to vacation days? Who is eligible to earn annual leave? Are schedules for vacations and holidays the same for teachers as well as pupils? Are teachers required to be at work at times when students are on vacation?

Professional Organizations

GBS 7.80 Does the School District recognize professional organizations. What criteria are provided relative to membership in professional organizations? Are teachers who take an active part in professional organizations free from punitive or restrictive actions by administrative personnel? Are efforts made to provide meeting places for professional organizations?(Reference Professional Leaves and Absences,Supplementary Policy)

GBS 7.81 May teachers utilize school time to receive visits from people who wish to organize such organizations? (Reference-Political Activity,GAHB-6.203) If not, can arrangements be made after school hours for such meetings at the school? Are the professional organizations viewed separately from other functions sometimes carried on by said organizations such as negotiations?

Nonprofessional Personnel

GCA 7.901	7.901	Are salary or hourly wage schedules prepared for all nonprofessional personnel employed by the School District? Do nonprofessional receive annual contracts?
GCB 7.902	7.902	Has the School District established a list of positions which includes all employees who assist with school system operation and who are not required by law or regulation to be certificated? Have job descriptions been written for each identified position? Have basic regulations which concern all nonprofessional personnel been promulgated? What procedures have been established to assure that adequacy and practicality characterize each job description? What procedures have been designed to assure that each nonprofessional employee is adequately familiarized with the content of his job description?
GCC-GCD 7.903		What provisions have been made relative to recruitment and hiring of nonprofessional personnel? Does the policy recognize the importance of recruitment to the ultimate efficient operation of the school system? Does the recruiting procedure sufficiently recognize the importance of these support personnel? Is the hiring practice based on objective criteria being thus free from any discriminatory practices?
GCE 7.904		How are nonprofessional personnel assigned? Are pre-identified needs of the system the primary basis for assignment?
GCF 7.905		Is sufficient time and effort devoted to the orientation of nonprofessional? What factors does the policy of the School District recognize in its orientation program? To whom is the primary responsibility delegated for orientation of nonprofessional personnel? When is this orientation held?
GCH-GCI 7.906		Who supervises the nonprofessional employees? What functions does this immediate supervisor perform? Is the evaluation of the nonprofessional employee based on job description content and satisfactory discharge of this content? Does the nonprofessional employee have access to the content of his file? Should supervisors keep an account of all conferences with employees concerning noted deficiencies in workmanship? Should these be accessible to the employee?

GCJ 7.907 What procedures govern promotion of nonprofessional personnel? What legal constraints apply? How should notices of vacancies be posted to provide all applicants equal opportunity to be considered? What parts do the immediate supervisor, the Superintendent and the Board of Education play in promotion of nonprofessional employees?

GCM 7.908 What procedures govern involuntary and voluntary transfers of nonprofessional personnel? To whom does the employee make his or her request for transfer? What basis is used by the School District for involuntary transfers? What limitations are recognized?

GCMA 7.909 What procedures are provided by the School District relative to identification of all known vacancies? When is the list compiled? Where is it posted?

GCO-GCN 7.910 7.911 To whom does the nonprofessional employee give notice of his intent to voluntarily resign? What requirement prescribes sufficient notice of said intent?

When is the nonprofessional employee notified if the Board of Education intends to terminate his services involuntarily? Is evidence of failure by said employee required prior to the recommendation to terminate him or her? What procedural due process rights are applicable to the nonprofessional employee who faces involuntary termination?

Are the above procedures applicable when the nonprofessional employee is proved guilty of offenses such as theft, moral charges, and similar felonious offenses? What records should be kept by the immediate supervisor?

GCRB 7.912 Who is responsible for establishing the time and work schedules for all nonprofessional employees? Who distributes the work loads among nonprofessional employees? On what basis are workloads distributed? Are nonprofessional employees entitled to extra pay when overtime is required?

GCQ 7.913 Are nonprofessional employees entitled to participate in the Alabama Teacher Retirement System? What legal provisions describe those eligible for said participation? What age is considered by the School District as the mandatory retirement age? Are there exceptions to this mandatory retirement and, if so, who must recommend re-employment and on what basis? Is nonprofessional employee participation in the Teacher Retirement System mandatory?

GCRA
7.914 Are nonprofessional employees required to have health examinations each year? Who provides drugs if an employee is unable to pay for same? Who provides for the intradermal tuberculin test? Should the requirements be as stringent for nonprofessional employees as for professional employees relative to health examinations? Are there some cases in which the requirements should be even more rigid? What legal provisions concern nonprofessional employee health examinations?

GCRE
7.915 Are nonprofessional employees to be reimbursed for travel expenses while performing job-related functions? What provisions should be made by the School District? What prior arrangements should be required before incurring such expenses? On what should basis should the reimbursement be made?

GCRF
7.916 May the unprofessional employee also perform part-time work for another employer? What legal status does the School District have relative to the restriction of such outside employment? In the event that the outside work is not in any way detracting from the employee's ability to adequately discharge his responsibilities, can the Board legally interfere?

GCRGA
7.917 Can nonprofessional personnel be excused without loss of pay for state jury service, court appearances when subpoenaed as a witness, or Federal jury service? What disposition must be made of all monies paid the employee by the court? What legal provisions in the *Alabama Code* concern this question?

GCRGD
7.918 May the nonprofessional personnel be granted leaves of absence when inducted into the military service during either peace time or war time? What provisions cover the discharge of reserve duty during the initial six(6) year period? How is reserve duty beyond the initial period handled? What legal provisions apply? How may the employee be reinstated following discharge from the service?

GCRGE
7.919 Are nonprofessional personnel entitled to leave without pay for observance of religious holidays? What procedures must be followed prior to use of such leave? Is Board and Superintendent approval automatic in such cases?

GCRGF
7.920

Is the bereavement leave policy applicable to professional personnel equally applicable to nonprofessional employees? Should it be? What legal provisions, based on the Code of Alabama, govern use of such leave?

GCRGG
7.921

Are nonprofessional personnel entitled to the sick leave benefits according to law? Is the accrual procedure applicable to professional personnel equally applicable for nonprofessional employees? Where School Districts make exceptions in this respect, is it fair to the nonprofessional employees? What legal guides are applicable? Can nonprofessional employees accumulate more than nine(9) days per year? Is nonprofessional employee sick leave cumulative from year-to-year. Are nonprofessional employees covered under workmen's compensation?

GCRGH
7.922
7.923

Are the privisions relative to vacations and holidays equally applicable to both professional and nonprofessional personnel? Is a distinction made relative to twelve, ten, and nine month nonprofessional employees? Can twelve month nonprofessional employees qualify for annual leave days? If so, how are these earned? May they be taken prior to being earned?

Major Considerations- Sex Discrimination

An increasingly important consideration for School Districts throughout the State of Alabama is assurance that all aspects of the administration of the personnel function are devoid of any form of discrimination based on sex.

Most administrators are already familiar with the contents of Title VI of the Civil Rights Act of 1964 which stated, in part, that:

> No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. . .

This Act and the numerous sets of guidelines which implemented its contents have clearly established the necessity of having personnel policies which are non-discriminatory from the standpoints of race, color, or national origin.

The "newcomer" to the Civil Rights movement, the women's liberation movement, promises to present at least as many problems as did the student rights movement. This new movement, originally noted as Title VII of the Civil Rights Act of 1964, and amended as Title IX of the 1972 Education Amendments, has now been placed in its final form. On July 21, 1975, the Final Title IX Regulation Implementing Education Amendments of 1972 was adopted.

Since the content of many of the personnel policies, concerning both professional and nonprofessional personnel, are at least partially based on this Title IX Regulation, the parts considered applicable to this publication have been cited from the Federal Register.

General Provision

"No person shall, on the basis os sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in employment, or recruitment, consideration, or selection therefor, whether full-time or part-time, under any education program or activity operated by a recipient which receives or benefits from Federal financial assistance."

(2) A recipient shall make all employment decisions in any education program or activity operated by such recipient in a nondiscriminatory manner and shall not limit, segregate, or classify applicants or employees in any way which could adversely affect any applicant's or employee's employment opportunities or status because of sex.

(3) A recipient shall not enter into any contractual or other relationship which directly or indirectly has the effect of subjecting employees or students to discrimination prohibited by this subpart, including relationships with employment and referral agencies, with labor unions, and with organizations providing or administering fringe benefits to employees of the recipient.

(4) A recipient shall not grant preferences to applicants for employment on the basis of attendance at any educational institution or entity which admits as students only or predominantly members of one sex, if the giving of such preference has the effect of discriminating on the basis

of sex. . .

The provisions of this subpart shall apply to:

(a) Recruitment, advertising, and the process of application for employment;

(b) Hiring, upgrading, promotion, consideration for and award of tenure, demotion, transfer, layoff, termination, application of nepotism policies, right of return from layoff, and rehiring;

(c) Rates of pay or any other form of compensation, and changes in compensation;

(d) Job assignments, classifications and structure, including position descriptions, lines of progression, and seniority lists;

(e) The terms of any collective bargaining agreement;

(f) Granting and return from leaves of absence, leave for pregnancy, termination of pregnancy, childbirth, false pregnancy, leave for persons of either sex to care for children or dependents, or any other leave;

(g) Fringe benefits available by virtue of employment, whether or not administered by recipient;

(h) Selection and financial support for training, including apprenticeship, professional meetings, conferences, and other related activities, selection for tuition assistance, selection for sabbaticals and leaves of absence to pursue training;

(i) Employer-sponsored activities, including social or recreational programs; and

(j) Any other term, condition, or privilege of employment.

Employment Criteria

A recipient shall not administer or operate any test or other criterion for any employment opportunity which has disproportionately adverse effect on persons on the basis of sex unless:

(a) Use of such test or other criterion is shown to predict validly successful performance in the position in question; and

(b) Alternative tests or criteria for such purpose, which do not have such disproportionately adverse effect are shown to be unavailable.

Recruitment

Nondiscriminatory recruitment and hiring.--A recipient shall not discriminate on the basis of sex in the recruitment and hiring of employees. Where a recipient has been found to be presently discriminating on the basis of sex in the recruitment or hiring of employees, or has been found to have in the past so discriminated, the recipient shall recruit members of the sex so discriminated against so as to overcome the effects of such past or present discrimination.

Recruitment patterns.--A recipient shall not recruit primarily or exclusively at entities which furnish as applicants only or predominantly members of one sex if such actions have the effect of discriminating on the basis of sex in violation of this subpart.

Compensation

A recipient shall not make or enforce any policy or practice which, on the basis of sex:

(a) Makes distinctions in the rates of pay or other compensation;

(b) Results in the payment of wages to employees of one sex at a rate less than that paid to employees of the opposite sex for equal work on jobs the performance of which requires equal skill, effort, and responsibility, and which are performed under similar working conditions.

Job Classification And Structure

A recipient shall not classify a job as being for males or for females. A recipient shall not maintain or establish separate lines of progression, seniority lists, career ladders, or tenure systems based on sex. A recipient shall not maintain or establish separate lines of progression, seniority systems, career ladders, or tenure systems for similar jobs, position descriptions, or job requirements which classify persons on the basis of sex, unless sex is a bona-fide occupational qualification for the positions in question as set forth in Section 86.51 (Employment).

Fringe Benefits

"Fringe benefits". . . means any medical, hospital, accident, life insurance or retirement benefit, service, policy or plan, any profit-sharing or bonus plan, leave, and any other benefit or service of employment not subject to the provisions of 86.54 (Compensation).

(1) A recipient shall not discriminate on the basis of sex with regard to making fringe benefits available to employees or make fringe benefits available to spouses, families, or dependents of employees differently upon the basis of the employee's sex.

(2) A recipient shall not administer, operate, offer, or participate in a fringe benefit plan which does not provide either for equal periodic benefits for members of each sex, or for equal contributions to the plan by such recipient for members of each sex.

(3) A recipient shall not administer, operate, or participate in a pension or retirement plan which establishes different optional or compulsory retirement ages based on sex or which otherwise discriminates in benefits on the basis of sex.

Marital or Parental Status

A recipient shall not apply any policy or take any employment action:

(1) Concerning the potential marital, parental, or

family status of an employee or applicant for employment which treats persons differently on the basis of sex; or

(2) Which is based upon whether an employee or applicant for employment is the head of household or principal wage earner in such employee's or applicant's family unit.

Pregnancy.-- A recipient shall not discriminate against or exclude from employment any employee or applicant for employment on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom.

Pregnancy as a temporary disability.--A recipient shall treat pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom as any other temporary disability for all job-related purposes, including commencement, duration and extensions of leave, payment of disability income, accrual of seniority and any other benefit or service, and reinstatement, and under any fringe benefit offered to employees by virtue of employment.

Pregnancy leave.--In the case of a recipient which does not maintain a leave policy for its employees, or in the case of an employee with insufficient leave or accrued employment time to qualify for leave under such a policy, a recipient shall treat pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery therefrom as a justification for a leave of absence without pay for a reasonable period of time, at the conclusion of which the employee shall be reinstated to the status which she held when the leave began or to a comparable position without decrease in the rate of compensation or loss of promotional opportunities, or any other right or privilege of employment.

Effect of State or Local Law or Other Requirement

Prohibitory requirements.--The obligation to comply with this subpart is not obviated or alleviated by the existence of any State or local law or other requirement which imposes prohibitions or limits upon employment of members of one sex which are not imposed upon members of the other sex.

Benefits.--A recipient which provides any compensation, service, or benefit to members of one sex pursuant to a State or local law or other requirement shall provide the same compensation, service, or benefit to members of the other sex.

Advertising

A recipient shall not in any advertising related to employment indicate a preference, limitation, specification, or discrimination based on sex unless sex is a bona-fide occupational qualification for the particular job in question.

Pre-employment Inquiries

Marital status.--A recipient shall not make pre-employment inquiry as to the marital status of an applicant for employment, including whether such applicant is "Miss," or "Mrs."

Sex.--A recipient may make pre-employment inquiry as to the sex of an applicant for employment, but only if such inquiry is made equally of such applicants of both sexes and if the results of such inquiry are not used in connection with discrimination prohibited by this part.

Sex as a Bona-fide Qualification

A recipient may take action otherwise prohibited by this subpart provided it is shown that sex is a bona-fide occupational qualification for that action, such that consideration of sex with regard to such action is essential to successful operation of the employment function concerned. A recipient shall not take action pursuant to this section which is based upon alleged comparative employment characteristics or stereotyped characterizations of one or the other sex, or upon preference based on the sex of the recipient, employees, students, or other persons, but nothing contained in this section shall prevent a recipient from considering an employee's sex in relation to employment in a locker room or toilet facility used only by members of one sex.

Interim Procedures

For the purposes of implementing this part during the period between its effective date and the final issuance by the Department of a consolidated procedural regulation applicable to Title IX and other civil rights authorities administered by the Department, the procedural provisions applicable to Title VI of the Civil Rights Act of 1964 are hereby adopted and incorporated herein by reference.

Major Considerations
General

An increasingly important consideration for all school systems in Alabama is to assure that equal opportunity employment practices are followed. Boards of Education throughout the state should provide assistance and guidance in a joint effort to maintain and promote nondiscrimination in all aspects of recruitment and employment of individuals.

Title VI of the Civil Rights Act of 1964 and The Final Title IX Regulations adopted in July of 1975 have clearly established the need for all school systems to assure that all actions and decisions are made without regard to race, color, religion, sex, or national origin. Such a nondiscriminatory approach should also be characteristic of assignment, promotion, demotion, transfer, separation, and leave policies as well as in determination of salaries and benefits for employed personnel.

Employing systems must rely more and more on stating specific competencies required for a position and less and less on notions of what characteristics correlate with those competencies. For example, it is not only unequal and unfair, but also illegal to specify the male sex as a requirement for a superintendency. The same should apply to high school principalships; yet in Alabama, there are few women employed in this capacity and the number is decreasing rather than increasing.

In recent years, Alabama has undergone an upsurge of teacher militancy fostered, admittedly, by some with, at best,questionable motives. Yet, when one asks of teachers why they are disgruntled, an almost uniform response concerns alleged unfairness by administrators in policy implementation or by Board of Education members in policy formulation. Teachers are determined to have a voice in those areas of the decision-making process which directly affect them. Such a demand can hardly be considered improper. In fact, increased attention to reasonable involvement is considered a wise practice and has been for years.

Everyone has the right to be heard and to lodge grievances and to have some reasonable process for appeal. Such a policy is considered of paramount importance to all Alabama systems. Its existence, followed by fair and earnest implementation, is one means of resolving many issues which are presently being exploited by those who seek power at the risk of injuring the public schools.

A proper procedure would begin at the lowest administrative level, assumedly with the building principal. Teacher and principal would, first, attempt to resolve the matter through discussion on a professional level. Should such an attempt fail the teacher, accompanied by a colleague if desired, would present in writing her complaint. The principal would issue his decision also in writing.

If the grievance could not be resolved at this initial level, the teacher(or other employee) could refer it to the central office official designated in charge of personnel. Again the written request for grievance resolution would be presented. A written reply would be provided and, if the problem remained unsettled, it could be referred to the Superintendent of Schools.

Once a hearing had been conducted by the Superintendent and further redress was still sought by the teacher, a Board hearing would be held. Should all these steps fail to grant the teacher the desired relief, he or she could appeal either to the State Board of Education or to the appropriate court of legal jurisdiction.

Though the above procedure is recognized as time-consuming, its advent is imminent in Alabama just as it has been imminent in other surrounding states. Many benefits can be gained from such an orderly, professional approach to grievance resolution. At worst, such an approach is superior to the currently operating UniServ agents and their beliefs that "the teacher is never wrong."

Another area of consideration relates to solicitations and gifts. Whether these concern solicitations and gifts to staff members or by staff members, policies should stress the need for exercise of both good taste and professional judgment. Inexpensive gifts are certainly more in keeping with the teacher's role than are extravagent presents. The latter should be discouraged, more probably they should be prohibited. A box of homemade cookies, for example, is far more appropriate than a pair of silver candlesticks. One point which should be considered by every teacher is the problems created by accepting gifts which cost large sums of money. Such a practice automatically excludes many children whose parents lack the financial means to afford expensive gifts. The result is a bitter feeling on the part of the parents which, once transmitted to the child, can cause an ultimate loss of interest. Point-no box of homemade cookies can cause any such tragedy.

The superintendent's policies should adequately provide for the above and also for the attempts by many commercial firms to come, uninvited, into schools and sell various kinds of merchandise. Strict policies in both cases are recommended.

People in general are concerned about personnel records, their nature and their confidentiality. Some records contain unverified information and even gossip or hearsay. The basic principle involved is that anyone has the right to know what allegations or charges have been made against him or her, to face the accuser and to offer evidence and additional information for the record. A second principle is that one can expect confidential information to be treated confidentially. Policies should assure not only that the nature of records is fair, but also that any historical records which do not meet current board policy are destroyed.

The policies relative to records should provide for both employee access to his or her record during regular office hours and prior notice to the employee that certain data is being placed in his personnel file.

Policies should carefully adhere to the requirements of the recently enacted Buckley Amendment. All entries should be documented, specifying date, time, and occurrance.

The present situation in Alabama notes the oversupply of teacher applicants. Staffing individual schools within the school systems should thus be an easier task than ever before. But staffing schools with the best qualified personnel based on objective criteria is a different matter. Schools should, under no circumstance, be satisfied with any personnel less qualified than needed. In this regard, the school principals should work diligently with the central office personnel in charge of new applicants and interview as many applicants as possible before making a final recommendation.

At the system level, efforts to attract the best qualified personnel should include a wide variety of activities such as visits to the institutions of higher learning, literature about the system, and, above all, an attractive salary schedule. Policies should be developed which establish both recruiting and hiring practices that can attract the quality personnel needed.

System policies should also include both orientation and induction programs. Too often the new high school teacher receives her textbooks, a barrage of pamphlets, papers, rules, and endless forms and a master schedule noting his or her assignment; yet too seldom is this teacher thoroughly oriented into the new situation. This orientation process should provide for a wide variety of activities designed to assist the new teacher to feel as secure and comfortable as possible in the new environment.

The induction process is a continuous one, or should be. Its duration concludes with the conclusion of the teacher's probationary period, hopefully with the awarding of tenure status. Board policy should assure that such a program is carried on throughout the school system in both elementary and secondary schools.

School Boards and administrators often tend to underestimate the need for professional growth both on their own parts and on the parts of teachers. Opportunities for professional growth should be provided both at the system and local levels through meaningful in-service programs.

Leaves for professional are of two types, professional and personal. Professional leaves are closely related to the policies for professional growth and development. The major policy questions relative to personal leaves are those which involve leave with pay and those which permit leave but do not pay the employee.

Also vital to the success of any school system in Alabama are the support personnel, often referred to as nonprofessional personnel. Many of the same considerations which concern professional personnel are equally applicable to nonprofessional personnel. Areas considered most significant are those relative to recruitment and hiring, orientation and induction, compensation guides, supervision and evaluation, and leave procedures.

One often tends to overlook the nonprofessional personnel until their services are needed. This is considered a tragic mistake. Consider the rural county school system which had no bus drivers. Of what use would teachers, principals, or the superintendent be with no means to get children to school. Though this example is a bit far-fetched, it brings home the point that the Board policies should sufficiently recognize the contributions made by support personnel.

Equal Opportunity Employment
(GAAA- 7.10)

It shall be the policy of this School District to recruit and select for employment the best qualified applicant for each position within the School District. This shall also extend to screening candidates for retention and for promotion.

It is the policy of this District's Board of Education that no person shall, on the basis of race, color, creed, religion, sex, age, or national origin be denied the benefits of, or be subject to discrimination under any facet of any education program or activity, thus including all areas of the personnel function. In this regard, the School District has designated the Board Attorney to investigate any and all claims or complaints which may be brought against the District concerning alleged discriminatory action.

Furthermore, this District's employment policies shall not discriminate against a handicapped person on the basis of said handicap if the person's ability to perform tasks required in discharge of the responsibilities of relevant positions is not impaired by the handicap and the person is otherwise qualified for the position.

Reference: Civil Rights Act, 1964, as amended. Title IX Education Amendment to Education Act of 1972, as stated in the July 21, 1975 Title IX Regulations.

Reference: Samuel Peyer v. Comm School Board No.4, New York State Division of Human Rights, December 30, 1974.

Nonracial Objective Criteria
GAAA-7.10

The selection, transfer, promotion, demotion, and separation of professional and non-professional personnel in this School District shall be made without regard to race, sex, or color. The following criteria shall be utilized in the selection of personnel, as applicable to professional or non-professional personnel; and to all above-listed variables:

1. College transcript.
2. Type of teaching certificate, administrative certificate, and areas of endorsement on certificate.
3. Rank and class of certificate.
4. Number of years of teaching experience within the school system.(Years of service for non-professionals)
5. Physical and mental health.
6. Type of resident, permanent or temporary.
7. Number of years of teaching or administrative experience in public elementary or secondary schools.
8. Degree held.(Job experience for non-professionals)
9. Grades, subjects, areas, or positions in which professional experience has been gained.(Relative to non-professional personnel, all jobs and experience gained which directly qualifies person for position sought)
10. Student teaching level and grade earned.
11. Number of hours earned above degree held.
12. Number of hours earned in current voluntary participation in seminars and workshops.
13. Relative to non-professional personnel, high school graduate or GED equivalent.
14. Evidence of skills and knowledges relative to the technical aspect of nonprofessional positions. Such evidence can be based either on industry-related or military service-related skills and knowledges which can make the applicant better qualified to perform job-related tasks in the position under consideration.

The above non-discriminatory policy shall also be extended to include any form of discrimination which either favors or excludes an applicant on any basis other than proved ability to provide the most capable service. Such a policy assures each applicant a fair opportunity for objective consideration.

After examination of the above variables through the above objective means, a subjective evaluation, similarly based on non-racial and overall non-discriminatory bases shall be made. This evaluation of the applicant shall include:

1. Past performance
2. Ability to perform position
3. Leadership
4. Personality

This subjective evaluation shall be based on a personal interview and information obtained in individual written references. Those written references provided by the applicant shall be utilized. If additional data is required, applicant's consent shall be received and all requirements of Public Law 93-380 shall be meticulously observed.

Reference: Civil Rights Act, 1964 as Amended.

Reference: Title IX and Education Amendment, 1972. Title IX Regulations of July 21, 1975.

Reference: Public Law 93-380(Buckley Amendment)

Staff Involvement in Decision-Making
GAC-7.101
GAB-7.102
(Also BDBA-BDBD-2.402-2.405)

The intent of the Board of Education is to recognize the role of staff personnel relative to policy formulation in those areas which directly affect staff personnel. Therefore, the Board of Education shall encourage, through the Superintendent of Schools and his Administrative Staff, employee participation in the decision-making process.

Such participation shall include, as appropriate to areas, programs, and schools, involvement in:

1. Policy development;
2. Administrative rules and regulations development;
3. Budget planning; and
4. Facility expansion planning.

In the development of rules, regulations, and arrangements for the operation of the school system, the Superintendent of Schools shall include at the planning stages, whenever feasible, those employees who will be affected by such provisions.

The professional staff, through the Superintendent of Schools and designated members of the Administrative Staff, shall be given full opportunity, and encouragement to contribute in curriculum development and in the development of policies and regulations pertaining to the instructional program.

Building principals shall maintain channels for conferring with both professional and support staffs in establishing building-level policies and regulations. These should relate to the established goals and objectives of the School District while recognizing simultaneously the differences within individual schools and the resultant differing needs.

The Superintendent of Schools shall develop, with the aid of the Administrative Staff, administrators and teachers, channels for the ready intercommunication of ideas and feelings regarding the operation of the schools. He or she will weigh with care the counsel given, especially that given by groups properly designated to represent large segments of the staff. He or she shall inform the Board of all such counsel in presenting recommendations for potential Board action.

All staff members under the jurisdiction of this Board of Education shall recognize that with the right to share in the decision-making process goes a simultaneous responsibility to implement all Board policies and to conduct all relationships within the system on a productive, ethical basis. Reliance upon such means as "pressure tactics" shall be considered beneath the dignity of any professional staff member employed by this Board of Education.

Professional Development Opportunities
GAD-7.103

The Board of Education recognizes its duty to provide opportunities for continuous growth of all professional staff members.

Every person in the School District's employ is encouraged to utilize all possible avenues of professional study; to continuously assess his or her personal and professional growth needs; to develop and pursue a concrete plan for meeting those identified needs; and to help the school system identify systematic priorities for staff development.

Requirements of Alabama statutes and State Board of Education policies relative to mandatory hours in professional education, subject matter fields, or similar courses shall be strictly followed. Professional personnel are thus obliged to comply with regulations concerning additional hours of credit for those currently teaching in the system. This Board, however, encourages employees to go beyond this requirement and work toward upgrading certificates, considering such as one avenue of increasing teaching and/or administrative competencies.

Core emphases throughout the system's staff development program are: (a) realistic and ongoing assessment of program and personnel needs; (b) identification, training, and use of leadership potential within a staff; (c) training for the diversification in uses of time, space, materials, and people;

(d) individualization of instruction to accommodate the wide range of differences which do exist among students; (e) building productive relationships among all persons who affect, and who are affected by school programs.

The Board of Education shall endeavor to provide financial assistance whenever possible through foundation grants, federal programs, local funds, and special grants from interested organizations.

This Board also shall direct the Superintendent of Schools, through his Administrative Staff, to establish and implement at the system-level a vigorous in-service training program for all professional personnel.

The Superintendent of Schools shall direct building principals to establish and implement similar in-service programs within local schools, utilizing the participative approach.

In conformity with directives from the State Board of Education, each teacher and administrator employed shall each year complete a "Professional Improvement" form. This form shall indicate specifically activities done during each year, from August through July, which have enriched the employees' competencies in areas described above.

Determination of an accounting system relative to this requirement shall be left to the Superintendent of Schools and his Administrative Staff. The yearly report shall be made to the Board and shall provide a composite of the system progress toward overall improvement and a school-by-school analysis.

Reference: State Board of Education, January 25, 1972.

Complaints and Grievances, Appeals, Exceptions

GAE-7.201

Any employee of this Board of Education shall have the right to appeal the application of policies and administrative decisions affecting him or her. The employee shall be assured freedom from restraint, interference, coercion, discrimination or reprisal in presenting his or her appeal with respect to a personal grievance.

All grievances shall be handled expeditiously and shall be resolved according to the following procedure which has been approved by the School District's Board of Education.

Purpose of Procedure

The purpose of the following grievance procedure shall be to settle equitably, differences and issues which may arise within the schools of this District. Of particular importance are those relative to educational and employment opportunities.

These proceedings shall be kept as informal as possible and as confidential as possible at all levels of procedure. Secondly, to assure proper application of procedural due process, the aggrieved person should seek redress at the point of first occasion, generally at the lowest administrative level. In the interests of fairness to all concerned, it is most important that uniform compliance with all sections characterize the procedure in all cases.

Definition of Grievance

A grievance is a complaint by any person of this School District based upon an alleged violation of personal or professional rights. It may be initiated orally or in writing at level one and should be done within a reasonable time following the act or condition which is the basis for the complaint. At all other levels beyond the initial step, the grievance shall be in writing.

Normal Procedure

Each level shall be observed and used with normal order of proper channels. Only in clearly definable emergencies are exceptions permissible.

The aggrieved person must first discuss the grievance with the building principal or supervisor, or in the case of a principal or any member of the Administrative Staff, the immediate superior, with the objective of resolving the matter informally. This should be done within five(5) school days unless extenuating circumstances prohibit such.

The aggrieved person and the head of the school shall confer on the grievance with a view toward arriving at a mutually satisfactory resolution of the complaint. At the conference, the aggrieved may appear alone or be accompanied by a mutually acceptable professional advisor or the subject area supervisor. Principals and Administrative Staff members shall be accorded the same privilege.

If, as a result of the discussion between the aggrieved and principal, the matter is not satisfactorily resolved within five(5) school days, the grievance shall be set forth in writing to the principal specifying:

A. The nature of the grievance;

B. The nature or extent of the injury, loss, or inconvenience;

C. The results of previous discussions; and

D. The dissatisfaction with the decisions previously rendered.

The principal shall communicate the decision to the aggrieved in writing within three(3) school days of receipt of the written grievance.

This procedure shall complete level one actions relative to grievances.

Procedure for Level-Two Hearings of the Grievance

If the grievance is not resolved at level one, the aggrieved, within five(5) school days, may appeal to the member of the central office staff who has jurisdiction to deal with and help resolve the matter as stated in the grievance. This shall be step one of level two. The appeal shall be in writing.

In the event that the aggrieved person is not satisfied with disposition of the grievance at step one, he or she may, within five(5) school days, present the grievance to the Superintendent of Schools. The request must be in writing as in step one of level two.

Procedure for Level Three Hearing of The Grievance

In the event the aggrieved person is not satisfied with the disposition of the grievance at level two, step two(Superintendent's hearing), the grievance should be filed in writing with the chairman of the Board of Education. This must be done within ten(10) school days after the decision at level two, step two.

A hearing before the Board of Education may be requested and the superintendent shall be required to furnish or submit a resume' of previous negotiations to the Board.

The Board of Education shall conduct a hearing. As in all stages of the procedure, the hearing shall fully comply with procedural due process requirements. The hearing shall thus permit introduction of evidence, cross-examination and the calling of witnesses.

The aggrieved should be accompanied by legal counsel or by a legal advisor. Additionally, a full transcript of the proceedings shall be afforded the aggrieved.

Level Four Procedure

In the event that the aggrieved person is not satisfied with the disposition of the grievance by the Board of Education, an appeal of the decision to the State Board of Education may be filed, or, if required, to the appropriate court of legal jurisdiction.

Summarized briefly, the procedure for Levels Three and Four shall be in accordance with the following plan:

1. The aggrieved party shall file in writing with the supervisor or Board a request to such hearing. Request shall identify the rulings, actions, or failure to act complained of(in essence the cause or causes of complaint referral); within ten(10) school days of the date on which the decision from step two, Level two was received by the person requesting the hearing. (refers to date on which notice of action or ruling by Superintendent of Schools was communicated and ten(10) days thereafter)

2. Upon receipt of request for a hearing, the President or Chairman of the Board with whom the request is filed shall set a time and place for the hearing. This should be not less than five(5) days nor more than fifteen(15) days from the date on which the request is filed. The President or Chairman shall give notice of the time and place of such hearing to all interested parties. Said hearing date may be reset by mutual consent of both parties.

3. All parties shall have the right to legal counsel, to present witnesses and documentary evidence, and to cross-examine witnesses offered by other parties.

4. All parties shall be given the opportunities to present reasonable oral argument and to file written briefs. All written briefs must be presented to all parties concerned.

5. The President or Chairman of the Board before whom the (Level Three) hearing is held shall, within a reasonable time, render in writing the Board's decision. No cost shall be assessed against either party to said hearing.

6. The aggrieved, if dissatisfied with the Board of Education decision, may file a request with the State Board of Education listing the appeal, or appeal to the appropriate court of legal jurisdiction.

Note: Greensboro, North Carolina

Staff-Student Relations
GAF-7.202

It shall be the policy of this Board of Education to recognize the efforts of the staff in the educational process. The Board joins with the staff in its efforts and emphasizes the standards required by the State Board of Education, the State Department of Education and regional accreditation agencies. These standards include:

A. The methods of instruction and standards of work expected should conform to the level of ability and maturity of the pupils.

B. Teaching methods and techniques used indicate an understanding of pupils and the ways they learn; insights into the nature, organization, and scope of the subjects taught; and pupils rate of learning.

C. Teachers should show an understanding of the potentials and limitations of pupils.

D. Each child should be given work which challenges him or her to perform at the level consistent with his or her abilities as these are determined through objective criteria.

E. Teachers should organize classroom activities to provide balance among the following: study, expression, listening, observation, creativity, aesthetic appreciation, physical activity, and relaxation. These activities should be based on both abilities and maturity levels of the pupils.

F. The educational program should provide appropriate materials for varying levels of abilities.

G. Pupils should be engaged in a wide variety of meaningful learning experiences and activities whose value can be assessed in terms of improved academic achievement, attitude development, and positive changes of behaviors.

H. Pupils may be grouped for individual needs and furnishings (furniture and equipment) should be movable for this purpose.

I. Good rapport between teachers and pupils is conducive to learning. Such a degree of rapport is best achieved in environments where teachers are aware of student needs and strive to meet these needs. Such a degree of rapport is not possible when teachers merely cater to pupil wants.

J. Attention should be given to both maturation and readiness in assessing a child's ability to grasp subject matter.

K. The teacher or administrator who interprets his or her role as a changer of behavior rather than an enforcer of rules will achieve the greatest degree of rapport with pupils. From a practical view, this concept is sometimes difficult to implement. Yet the most competent teachers and administrators are those who have brought about the most positive changes of behavior.

L. Children should be attentive; discipline should be firm but fair; self-discipline should be evident in the majority of a teacher's students' behavior; activities should progress without excessive distraction from the teacher. The classroom program should result in students showing initiative in their learning activities within their identified levels of ability and maturity.

M. Teachers are encouraged to develop new teaching techniques and procedures for media usage.

N. Teachers should use ingenuity and initiative in the development and use of instructional resources and techniques.

O. The teachers should demonstrate creativity and sound professional judgment in selecting, making, and using a variety of multisensory teaching-learning media.

P. The attitude of teachers and administrators toward new media and instructional techniques should be one of inquiry and receptiveness.

Q. The respective administrative and supervisory personnel should make available to teachers whenever possible raw materials, clerical and technical assistance necessary for development of teaching aids and devices.

Reference: Limestone County Board of Education

Political Activity

GAHB-7.203

The policy of this Board of Education regarding political activity has been and is nonpartisan. Such a nonpartisan policy shall continue to be the policy in this School District.

The Board recognizes that there has been and will continue to be a great deal of political activity by all candidates of all parties. The Board's position relative to all employees is that each employee use his or her vote for the candidate of his or her choice.

What political activity, if any, that the educator or non-professional employee engages in when on his or her own time and away from the school is the educator's or other employee's own personal business.

No one connected with the Board of Education or the Administration shall, in any way, suggest that teachers or other employees vote for or contribute to any specific party, candidate, or fund. No politically-oriented materials-- that is, materials which advocate, promote, or endorse a particular candidate, candidates, platform or party-- will be made available in any school at any time.

Under no circumstances are assemblies, school classes, or students to be used in partisan political activity during the school day. In summary, the public schools are not to be used for electioneering, and no pressure is to be exerted on anyone, student, teacher, administrator, or any other employee, to vote for any specific candidate or party.

A copy of this policy shall appear in the student handbooks of all secondary schools and be given wide dissemination in other ways.

This Board also recognizes the rights of teachers to work within their professional organizations just as it recognizes similar rights of supervisors and administrators. Nevertheless, political acitivity associated with said organizations shall not be carried on during the school day in any school under the jurisdiction of this Board of Education.

Faculty meetings conducted after school which are based on views of professional organizations or similar political activity shall be permitted with the knowledge and consent of the building principal.

The intent of this policy is not to stifle free exchange of political views. It is to keep political ventures out of the school day when time is, by law, to be dedicated to instruction of students.

Reference: United States Civil Service Commission v. National Association of Letter Carriers, 93 S.Ct. 2880-2886 (1973).

Staff-Community Relations
GAH-7.204

The teacher who does a superior job in teaching the students in the classroom has rendered a valuable service to the community. The progressive teacher, however, is also identified with and takes an active part in worthwhile community enterprises.

The following characteristics shall be considered applicable to every professional educator's association in the community, as this association relates to the school and its program:

A. Refrain from discussing private school problems, school affairs and fellow teachers in such a manner as to create an unfavorable attitude toward them on the part of the people in the community. To do so is both legally wrong and a serious violation of the professional code of ethics.

B. Discussion of pupils or teachers with other pupils or teachers shall be for constructive purposes only. Derogatory comments of any sort shall be avoided at all times.

C. No educator shall permit personal differences to reflect unfavorably upon the work of the school, including the efforts of other teachers or administrators. Neither shall such personal differences be expressed within the community in an unfavorable manner. Any alleged grievances shall be handled through the procedures specifically designed for this purpose by this Board of Education. They shall not be discussed in the community.

D. Every educator shall strive to defend and protect the public school through evidenced belief in the ideals, policies, and services of the school. Correction of errors shall be sought only in a professional manner.

E. Sincere efforts should be made to acquaint parents and other citizens with the actual work and achievement of pupils. Educators should answer questions honestly, based on facts rather than heresay.

F. In all contacts with parents and other citizens, educators shall maintain an attitude of courtesy, sincerity, and understanding.

G. The educator employed by this School District shall be certain that all facts are correct prior to any release to the press or other media. Facts shall be neither biased nor slanderous.

These policies in no way detract from this Board's recognition that educators, like all other citizens, are free to exercise their rights guaranteed by the Constitution. The Constitution, however, does not guarantee any citizen the right to defame or otherwise damage the good name of another.

This Board of Education has provided a carefully organized procedure for grievance expression, guaranteeing procedural due process to both the aggrieved and the other party to the issue. The Board, therefore, shall insist that this procedure be the only vehicle for seeking resolution of an alleged grievance.

Reference: Pickering v. Board of Education of Township High School District 205, 391 U.S. 563, 88 S.Ct. 1731, 20 L.Ed. 2d 811 (1968).

Reference: Doscher v. Seminole Consolidated School Dist. No. 1, 377 F.Supp. 1170 (N.D. Texas, 1974).

Reference: Spano v. School Dist. of Borough of Brentwood, 12 Pa. Cmlwth. 170, 316, A.2d 657 (1974).

Solicitations by Staff Members

GAIA- 7.301

Professional staff members shall not solicit or sell any goods or services on school property except as may be approved by the local school principal and the Superintendent of Schools.

All fund-raising activities or campaigns conducted by school employees in the community or away from school premises to raise funds for the school, student body, class or club must have prior approval by this Board of Education. The principal of the school, once he approves the project, shall submit a letter fully describing the anticipated project. The educational value, persons participating or groups participating, sponsors, purposes, and other relevant data must accompany the letter as a descriptor of the proposal.

This letter shall be submitted to the Superintendent of Schools who, if he approves, shall make such recommendation to the Board. The Board reserves the prerogative to hear an oral report from the principal in addition to the written data.

Professional staff members shall not sell school related supplies and/or equipment or reference books in the attendance area served by the School District. Professional staff members shall not furnish lists of students, other staff members, or parents to any one, including commercial firms.

In no case will fund-raising be permitted during regular school hours.

Solicitations of Staff Members
GAIB-7.302

The School District shall not solicit funds from or attempt to sell goods or services to employees. All charity or fund-raising campaigns shall derive participation on a purely voluntary basis from all personnel employed by this School District.

The School District shall not permit commercial advertising or selling on school property during school or office hours without prior approval of the local school principal and the Superintendent of Schools. This does not apply to those commercial firms that supply goods or services for school use.

In like manner, membership in professional organizations shall be on an individual basis.

Gifts By Staff Members

GAJA-7.303

Students

Staff members may present personal gifts to students on special occasions provided the gift is not unduly elaborate or expensive. Staff members should always use good taste and professional judgment when giving gifts to students.

Staff Members

Staff members may present gifts to other staff members. Staff members may not use school funds encumbered for specific purposes to purchase gifts for staff members or students.

Gifts to Staff Members

GAJB-7.304

Students

Staff members may accept gifts from students on special occasions, provided the gift is not unduly elaborate or expensive. Staff members should always use good taste and adhere to the code of professional ethics when accepting gifts from students.

In no case shall a staff member accept a gift from a student group, school organization, etc., in excess of a nominal value.

Staff Members

Staff members may accept gifts from other staff members provided the gift is not unduly elaborate or expensive and is given on a voluntary basis.

Outside Agencies or Individuals

Staff members shall not accept gifts from outside agencies or individuals that are a result of business transactions between the local school, the School District and said agency or individual.

Personnel Records

GAK-GAK-R
7.401- 7.408

The School District shall keep personnel records on all employees. It shall be the responsibility of the Superintendent of Schools or his designated representative to assure that these records are updated and otherwise complete.

All information contained in an employee's records, whether the particular record is filed in the local school or in the central office, shall be considered confidential. Thus it shall not be transmitted to any person or agencies without written approval by said employee, or as subpoenaed by judicial order or other competent legal authorization.

It shall be the duty of all employees to furnish the principal or personnel office, as applicable, with teaching certificates, health examination reports, transcripts, official statements of degrees and similar data. It shall be the duty of Administrative Staff officer in charge of personnel to maintain and update records of all employees.

Employees shall be responsible for keeping up to date the following: W-4 Tax forms, Retirement forms, Teacher certificates, college transcripts, advanced test scores, military records, health certificates, and insurance forms.

Evaluation Section of Personnel Records

The school administration shall maintain a personnel file for each employee it hires. This file shall contain an Evaluation Section.

Content material.--The Evaluation Section shall include all complaints against and commendations of the employee, written suggestions for corrections and improvements, and the periodic evaluation reports made by administrators and supervisors.

No complaint, commendation, suggestion, or evaluation may be placed in the Evaluation Section unless it meets the following requirements:

A. The comment is signed by the person making the complaint, commendation, suggestion, or evaluation; and

B. The Superintendent of Schools or the teacher's principal has notified the teacher by letter or in person that the comment is available in the Superintendent's office for inspection prior to its placement in the Evaluation Section of the record.

The teacher shall have the opportunity to offer a denial or explanation of the complaint, commendation, suggestion, or evaluation, and any such denial, or explanation shall become a part of the Evaluation Section.

Access to File Content.--In compliance with relevant standards, access to a teacher's personnel file may be given to the following persons without the teacher's consent:

A. The Superintendent of Schools.

B. The teacher's principal during the re-evaluation. Shall refer to the current principal of said teacher.

C. The employee's **supervisor.**

D. A school Board member of this School District (if the access directly relates to his or her duties as a Board member as evidenced by specific reasons given).

E. The Assistant-Superintendent in charge of personnel (in systems where such a person is designated)

No other person may have access to an employee's record except under the following conditions:

A. When the employee gives written consent to the release of his or her record content. The written consent must specify the record content to be released and bear the employee's signature.

B. When subpoenaed by judicial order or other competent legal authority as stipulated in PL 93-380.

Employee access to personnel file.--An employee may have access to his or her own personnel file at all reasonable times; i.e., during regular office hours or school hours.

The right to access shall include the right to make written objections to any information contained in the file. Any written objections must be signed by the teacher and said objections shall become a part of the file.

Procedures.--The Superintendent of Schools shall be designated as the records manager for the School District's personnel files and shall have the overall responsibility for maintaining and preserving the confidentiality of personnel files. He may, however, designate another member of the Administrative Staff to perform the duties of the records manager for him. This responsibility shall include the granting or denying of access to records.

If an authorized person, as stipulated above, examines a personnel record, said date, time, and reason shall be indicated on the form provided. The examiner must initial this form each time he examines any personnel record.

A copy of said form shall be included inside the personnel record of each employee. Space shall be provided for including signature, date, time and reason for examination.

Reference: Public Law 93-380

Salary Deductions and Income Tax

GAL- 7.501- 7.502

The School District shall make all salary deductions as required by law. In no cases will the School District make other deductions unless approved, in writing, by the employee.

Federal and State Taxes

The School District shall deduct federal and state income tax from all employees in accordance with the law. Each employee of the School District shall file with the Superintendent of Schools all necessary income tax withholding forms initially upon employment and as adjustments in said forms become necessary.

FICA-Social Security Deductions

The School District, in accordance with the law, shall deduct FICA from all employees.

Teacher Retirement Deductions

The School District shall deduct teacher retirement contributions from all employees eligible for participation in the State of Alabama Teachers Retirement System. Said deduction shall be made in accordance with state law.

Professional Dues Deductions

The School District shall withhold dues for membership to the national, state, and local education associations as provided by Act No. 655, Regular Session, 1973. Said deductions shall not be made without authorization, in writing, by each employee.

Insurance and Annuity Deductions

The School District may make deductions for specified insurance and annuity plan as a service to employees. Said deductions shall be made in accordance with administrative rules and regulations filed GAL-R under this cover.

Other Deductions

The School District may make other deductions as a service to employees when requested, in writing, by the employee and approved by the Superintendent of Schools.

Legal Reference: Act Number 655, Regular Session, 1973.

The Regulations for Handling Payroll Deductions Insurance And Annuity Plans

GAL-R-7.503

Effective this adoption date, the regulation governing the handling of insurance and annuity plans for employees of the Board through payroll deduction shall be according to the following procedures:

A. All insurance and annuity companies given the privilege to participate in payroll deductions will invoice for payment in twelve equal monthly installments.

B. Each company will prepare one invoice for each plan that the company has on the payroll system. (For example, the company should prepare one invoice for health insurance, one invoice for tax-sheltered annuities, and one invoice for life insurance plans.) The invoices must be received at the District's Central Office not later than the fifteenth of the month in order that payment can be made by the first.

C. The insurance year shall be considered to be September through August.

D. In order to be given the privilege of being placed on the payroll deduction system, all companies must agree in writing to the requirements of these procedures and must secure a minimum of ten percent of eligible employees' contracts for each plan prior to that plan being approved for payroll deduction system. The only exception to this provision for a minimum of ten percent of the contracts is that all companies on the payroll system prior to September 1, 1974 may remain provided that all administrative provisions of this regulation be accepted by the company.

E. New applications must be turned in by the insurance representative to the Custodian of School Funds not later than the fifteenth of the month in order for the deduction to be taken from the check paid on the first.(or thirty-first-or last day of month). A personal check from the employee to the company will provide coverage if this deadline is missed.

F. Cancellations must be turned in to the Custodian of School Funds not later than the fifteenth of the month in order for the deduction to be cancelled for that month.

G. No employee may have more than two(2) different insurance and/or annuity plans on payroll deduction at any one time.

Compensation Guides and Contracts
GBA(GBA-E)-7.601-7.602

Salary Schedules

The Superintendent of Schools shall prepare or cause to be prepared salary schedules for all professional personnel employed by the School District. The salary schedule shall be presented to the Board for review and approval.

Contracts

The Superintendent of Schools shall issue contracts to all professional personnel in accordance with Alabama Law pertaining to the issuance of contracts. Each professional employee shall be given an individual contract. The contract serves as a legal agreement to protect the interest of both said personnel and the School District.

All employees who do not plan to be in service the subsequent year should give written notice to the Superintendent of Schools as soon as possible so that the best replacement can be found. Said notice shall be received no later than the fifteenth of July of each calendar year.

The School District shall notify, in writing, all professional personnel on or before the last day of the scholastic year if their services are to be terminated by the Board. Last day shall specifically mean the final day of teacher duty.

Reference: The Code of Alabama, Title 52, Section 361(2) in Chapter 13.
Code of Alabama, 1975, Section 16-24-12.

Professional Positions

GBB-7.603

Professional positions for personnel employed by this SchoolDistrict's Board of Education shall include the following:

A. Superintendent of Schools

B. Assistant Superintendents

C. Principals

D. Teachers-State Allotted

E. Assistant-Principals

F. Supervisors of Instruction

G. Title Allotted teachers

H. Attendance Supervisor

I. Psychometrist

J. Librarians

K. Assistant-Librarians

L. Athletic Coaches

M. Band Directors

N. Guidance Counselors

O. Social Workers

Qualifications
GBBA- 7.604

According to the state law, all teachers, supervisors, administrators, and other professional personnel employed in the public schools shall be required to hold certificates in accordance with the statutes. No contract shall be valid until the certificate is secured.

Temporary personnel may be employed under the rules prescribed by the State Board of Education.

In accordance with the law, no person shall be employed to teach who is under eighteen years of age.

Certificate Renewal

Each certified person will need to earn six (6) units or semester hours of approved credit each five (5) years to maintain a current certificate.

All courses must be non-duplicating and have pertinence to the person's certificate area.

Yearly Program

Under the rules and regulations of the State Board of Education, each system must implement a yearly professional improvement program. System-wide in-service programs, local school in-service programs, travel, extra service as committee chairman, and many other areas have been incorporated into the program of this system. The local school principal will work with each teacher to jointly design the individual's yearly professional improvement program.

This system is cognizant of the need for continuous improvement by all professional personnel. Just as the regulations relative to employment outside of the school system are regulated only by effect of this employment on a teacher's preparedness for daily teaching; so too are the requirements relative to course work taken during the school term.

All personnel who are teaching full time and who are pursuing additional college or graduate work should be aware of a State regulation which prohibits receiving credit for more than six(6) semester hours of work during the nine(9) month school year.

Any situations relative to the above should be discussed with the Superintendent of Schools if there is an unusual difficulty present.

Certificate Filing and Content

The teacher's certificate must be filed with the assistant-superintendent for personnel for safekeeping, posting of renewal credits, and use with reference to salary ratings, contract-making, and other legal and required uses. Assessed penalties shall be passed on to employees.

Teachers must meet all certification requirements as set forth in the Alabama School Code and State Board of Education Regulations. Certificates must be valid and appropriate for the grade levels and/or subject taught.

Reference: The Code of Alabama, Title 52, Section 322.
Code of Alabama, 1975, Section 16-23-1.

Professional Personnel
Recruitment-Hiring
GBC(GBD)-7.605

A quality educational program in any school system is dependent upon the employment and retention of the best qualified personnel. This can be best accomplished by giving careful consideration to qualifications and by providing attractive salary schedules, good working conditions, and adequate facilities.

All members of this Board of Education subscribe to the Code of Ethics of the State School Boards Association which advocates outstanding principles on the employment of personnel.

By law the superintendent makes recommendations to the School Board for the appointment of all personnel and the Board acts on those recommendations. If the Board rejects a recommendation, it is the superintendent's responsibility to present another.

The following policies shall apply to the recruitment, selection, employment, and assignment of teaching personnel:

1. The School Board and its administrative staff believe in an obligation on their respective parts to provide the children attending schools of this system with the very best teachers available regardless of race, color, creed, sex, age, or national origin. All policies and procedures relative to employing and assigning personnel shall be based on this principle.
2. In the above regard, this Board and its administration are fully cognizant of the July 21, 1975 Title IX Regulation; and intend to fully comply with its stipulations relative to employment and assignment, as well as in all areas involving personnel.

3. Recruiting, interviewing, selecting, and assigning all personnel shall be the responsibility of the superintendent. It is expected that the superintendent will consult with principals and central office supervisors, whenever possible in the process.

   Though the responsibility remains that of the superintendent, the structure of the system is such that an assistant superintendent in charge of personnel works in conjunction with the superintendent in discharge of the personnel functions.

4. The following factors shall be considered in the selection of professional personnel:

   A. Certification as described in the regulations of the State Department of Education.

   B. Educational background:

      1. Institution attended
         a. Accreditated institution
         b. Type of educational program
         c. Degree earned
         d. Credits earned
            (1) education
            (2) major fields of study
            (3) minor fields of study
            (4) elective areas of study
         e. Transcript of grades
         f. Grades, if any, as student teacher

      2. Additional education as measured in one (1) above.

   C. Previous experiences working with students.

   D. Available evaluations and recommendations as provided by:

      1. Professional associates
      2. Employers
      3. Supervisors of student teachers.

      (Note: No evaluations or recommendations will be accepted by relatives- reason is to insure maximum degree of fairness in weighing potential of each applicant, relative to any prospective employment opportunity in this school system.

E. The person's exhibited knowledge of his subject matter, his or her ability to communicate that subject matter to students, his or her personality and general appearance, educational philosophy, and ability to work cooperatively with others as found through interviews (personal) by the department of personnel and/or the superintendent.

F. Results of standardized nondiscriminatory tests. It shall be clearly understood that these may be considered but will not be, of themselves, determinative.

5. The process of staff selection or promotion shall be free from pressures considered detrimental to the best conduct of the public school system. This process is based on two major principles:

   A. Selection or promotion shall be based on the ability to fulfill efficiently, the responsibilities of the position as judged by all pertinent standards.

   B. The applicant shall not resort to use of political, social, or other pressures to gain employment or promotion.

6. Personnel shall be assigned on the basis of their qualifications, the needs of the school system and, when possible, the expressed desires of the applicant.

7. When vacancies occur in new or existing positions, such vacancies shall be made known to the staff; and anyone who believes he or she possesses the qualifications for the position may apply. First consideration will be given to qualified applicants from among current employees, assuming comparable resumes.

8. In the event a school is closed or its grade organization changed, the personnel of that school will receive preference in other school assignments for which they are qualified.

9. The procedure for selecting personnel in federal programs shall conform to the assurances and requirements required by the legislative act which establishes and governs the respective federal program.

10. All professional personnel under contract shall be notified of their contractual obligations by letter. The letter signed and returned by the employee constitutes acknowledgment of this Board's policy and receipt of the contract. Contracts shall be returned within 30 days or the terms of the contract shall be considered null and void. After acceptance, resignation must be by July 15th.

It shall be the duty of the Superintendent of Schools to ensure that all professional personnel satisfactorily meem all requirements of State Law and regulations of the Alabama State Board of Education.

Upon the written recommendation of the Superintendent of Schools, the Board of Education shall appoint all professional personnel of this School District.

Reference: The Code of Alabama, Title 52, Sections 86, 123, 182 and 187.
Code of Alabama, 1975, Sections 16-8-23, 16-9-23, and 16-12-16.

Reference: Singleton v. Jackson Muni. Sep. Sch. Dist., 419, F. 2d 1211 (5th Cir. 1970).

Reference: Civil Rights Act of 1964 as amended.

Professional Staff Assignments
Objective Bases Noted
GBE-GBEA--7.606-7.607

The basic consideration in the assignment of professional personnel in this school system shall be the well-being of the instructional program. The appropriateness of assignments is recognized as having a significant impact on the morale of the professional staff as a whole, the individual teacher assigned, and the concomitant effectiveness of the total educational program.

It is the policy of this Board of Education that instructional personnel shall be assigned on the basis of their qualifications, the needs of the school district, and the teacher's expressed desires. When it is not possible to meet all three conditions, personnel shall be assigned:

A. First, in accordance with the needs of the school system;

B. Second, where the administration feels an employee is best qualified to serve; and

C. Third, where expressed preferences of employees have been provided.

The Superintendent shall have the authority to make tentative assignments subject to Board approval.

Teachers shall be assigned in the field of their certification, commonly referred to as their "major field." When exceptions are necessary, they shall be made only with the knowledge and consent of both teacher and school principal.

All teachers shall be given written notice of their assignments for the forthcoming year as soon as the school's master schedule is completed. When changes in schedule must be made, a letter informing the teacher of the change shall be sent to the teacher.

Teacher schedules and assignments shall me made without regard to creed, national origin, sex, marital status, age or membership in any teacher organization.

Any assignments or requests for services preceding or extending beyond the normal term of contract shall not be obligatory, but shall be with the consent of the teacher.

If practicable, non-tenure teachers will be retained in the same assignment during their probationary period, except where a change of assignment might be mutually beneficial to both the teacher and the school.

Faculties at each school in this School District shall be so assigned as to fully comply with Federal Court requirements which concern ratio of minority to other groups as indicated in Court documents.

Reference: Final Title IX Regulations, July 21, 1975.

Reference: Civil Rights Act of 1964, as amended.

Reference: The Code of Alabama, Title 52, Sections 123 and 187.
Code of Alabama, 1975, Section 16-9-23. and 16-12-16.

Reference: United States District Court Ruling, July, 1969.

Professional Personnel
Orientation
GBF-7.608

1. A system-wide orientation program for all teachers new to the system shall be directed to the following concerns:

   A. Teachers will be introduced to the central office staff and be given an explanation of staff responsibilities.

   B. School Board policies and regulations will be explained.

   C. Information about professional organizations, insurance, credit union, and similar welfare categories will be made available.

   D. Sectional meetings with directors or supervisors of elementary and secondary education will be held.

2. Local school orientation programs will be provided in individual schools throughout this school system.

   A. The special orientation meeting for teachers new to the school will include the following activities, although others may be included as well:

      1. A tour of the school plant
      2. A discussion of the school policies and activities involving the following:

         a. Philosophy
         b. School calendar and activities
         c. School day
         d. Advantages of belonging to professional organizations, credit union, group insurance, and similar items
         e. Duties and responsibilities
         f. Teacher evaluation and observation forms
         g. Lesson planning
            (1) importance
            (2) methods
            (3) procedures
         h. Discipline
         i. Testing and evaluation
         j. Homework
         k. Teacher-parent conferences
         l. Pertinent pupil information-health data
         m. Available teaching aids, materials, manuals, and similar items.

B. An initial faculty meeting will involve all teachers and provide for:

1. The faculty and staff introductions
2. Opportunity for new teachers to feel a part of of the faculty from the very beginning.

C. Each new teacher will be assigned to work with an experienced teacher on the faculty.

This Board of Education believes that the actual induction process relative to new teachers should be a continuous one which extends throughout the three-year probationary period.

All school officials shall, in recognition of this fact, consider the orientation process as but the beginning of an induction phase of the personnel function. The help and assistance should adequatley provide the beginning teacher with means for continuous increase in level of teaching competency. Said induction shall consist of helpful programs and be applicable throughout the probationary period. Principal, supervisors, other administrative personnel, and local school staff members should be involved in such an induction program.

Probation
(GBG-7.609)

In accordance with the Alabama School Code, all professional personnel eligible for tenure shall be considered as on probationary status until continuing service status(tenure) is attained. Continuing service status is attained when a person serves in the School District for three(3) consecutive school years and is re-employed for the succeeding school year.

During the probationary period, professional personnel may be dismissed by the Board of Education, upon recommendation of the Superintendent of Schools. However, the cause may not be arbitrary, capricious, discriminatory, or for personal or political reasons.

If the professional personnel are not notified, in writing, by the Board at the expiration of the probationary period that they have been discharged, said personnel shall automatically gain continuing service status.

Reference: Board of Regents v. Roth, 408, 92 S.Ct. 2701, 33 L.Ed. 2d 548 (1972).

Reference: Perry v. Sindermann, 408 U.S. 593, 92 S.Ct. 2694, 33 L.Ed. 2d 570 (1972).

Reference: The Code of Alabama, Title 52, Section 352.
Code of Alabama, 1975, Section 16-24-2.

Reference: Assaf v. Univ. of Texas System, 399 F. Supp. 1245 (S.D. Texas, 1975); Markwell v. Culwell, 515 F.2d (5th Cir. 1975).

Supervision
GBH-7.610

General Guidelines

Central office administrators and supervisors, principals and assistant principals shall be committed to the task of supervision to the end that instructional staff members may develop their teaching abilities to the optimum degree.

The purposes of supervision shall be to help the teacher analyze and improve teaching, to provide teachers with ready support and help on teaching problems, and to assure that sufficient help has been provided in overcoming any teaching problems in advance of official evaluations.

Classroom Visits

Classroom visits are for several purposes: (a) to keep the administration informed about what is going on in the school program, (b) to observe pupil conduct and pupil progress, (c) to encourage the growth and exchange of new ideas in teaching techniques and use of materials, (d) to discover ways and means of coordinating the curriculum, and (e) to evaluate teaching effectiveness particularly as a basis for recommendations for tenure in the case of teachers in the probationary period.

Classroom visits may last the full period or be of shorter duration. In the former case, the visit will be followed by a conference. The shorter visis does not require a conference since its purpose is to catch a quick glimpse of the entire program, or a major part of it, or to observe a particular pupil or group in a classroom situation.

The teacher conference, whether following a class visit or not, should serve primarily as a means of exchanging ideas. It should result in the professional growth of both the teacher and the administrator and can do so only if the desire to find a common ground for such growth is present in both suggestions and comments relating to teaching methods and techniques; and within a broader perspective, this conference should lay the foundation for curriculum planning.

Should any deviation from expected work performance develop, the principal shall be responsible for discussing it with the teacher at the earliest possible time. These discussions shall be constructive in approach, and designed to help correct weaknesses.

Professional ethics should characterize all teacher-administator relationships, including the area of supervision in reference to observations, conferences, and filing of reports.

Reference: Application of Wood V. Strickland, 95 S.Ct. 992, 1975.

Reference: Acitelli v. Westmont Hilltop Dist., 325 A. 2d 490 (Pa. Cmwlth. 1974.)

Reference: Thompson v. Madison County Bd of Educ., 476 F. 2d 676, 679 (5th Cir. 1973).

Procedures for Teacher Evaluation
GBI- 7.611

Improving the quality of instruction is the primary purpose of teacher evaluation. Such evaluation should be a process whereby the teacher reviews his or her responsibilities, gains new insights into his or her performance, and receives assistance in capitalizing on strengths and overcoming weaknesses. To facilitate this process, the evaluator should foster open communication with the teacher, maintain objectivity, and follow recommended procedures. With both teachers and evaluators committed to a developmental process, more effective service to students will, invariably, result.

The specific purposes for teacher evaluation in this school system shall be:

1. To provide each teacher with an accurate appraisal of his professional strengths and weaknesses.
2. To aid each teacher in overcoming his weaknesses and capitalizing on his strengths.
3. To provide a basis for self-evaluation.
4. To bring about a closer working relationship between teachers, principals, and supervisors.
5. To advance the instructional program through the improvement on the part of staff members relative to:
   - A. Instructional skills and classroom management
   - B. Personal characteristics
   - C. Professional attitudes and growth
   - D. Relationships with others
6. To provide a basis for administrative decisions relative to reemployment, offering protection for teachers against arbitrary decisions and protection to pupils against ineffective teaching.

Evaluation procedures shall be developed by the superintendent and other central office staff members in a cooperative endeavor with teaching personnel and principals. The evaluation procedures shall implement the following Board of Education requirements:

1. All evaluations will be in writing. An evaluation instrument applying to all teachers equitably shall be used in official evaluations.

2. All professional personnel shall receive copies of the completed evaluative instrument.

3. Each teacher's principal or assistant principal shall be the official evaluator; however, other central office supervisors may be asked to assist.

4. An evaluation of each nontenured teacher shall be made at least once a year; and an evaluation of each tenured teacher shall be made whenever the need exists.

5. The evaluation shall be reviewed and signed by the teacher. It shall be treated as confidential material. Dates of conferences shall be part of the official record.

6. A principal shall request the services of a central office supervisor for further evaluation of the teacher's performance whenever results of an evaluation indicate that reappointment of a teacher is in doubt.

7. Evaluations shall be completed in time for the Board to receive results at the time reappointments are made for the ensuing school year and in sufficient time for the staff member to be duly advised if his or her dismissal will be recommended.

8. The completed evaluation form shall be prepared in quadruplicate. One copy shall be given to the teacher, one copy retained by the principal, one copy filed in the teacher's personnel folder at the school, and one copy filed in the teacher's personnel file in the central office.

9. The teacher may submit to the Superintendent written comments or other information pertinent to the evaluation, provided copy is given to the principal to be placed in the folder.

10. However, when all attemps to help professioanl employee grow professionally have failed to bring about the needed level of competency, the best interest of the School District and the well-being of students must be considered.

Reference: Certified Employees Council v. Monterrey Peninsula Unified School District, (Calif. Court of Appeals, First DIstrict,) Division 2, Civ. Number 33156 (October 4, 1974).

Professional Staff Promotions
GBJ-7.612

All promotions within the instructional and administrative staffs of this school system shall be considered under the same nondiscriminatory policy as that governing original employment and assignment.

Before any new position is established or promotions made, the superintendent or his designee shall present for the Board's approval job specifications for the position which specify: (a) the job-holders qualifications, (b) the job's performance responsibilities, and (c) the method by which the performance of these responsibilities will be evaluated.

The Superintendent of Schools shall be responsible for recommending a candidate for the new position once it has been officially established; or for a vacant position already existent. The Board will either approve or disapprove the recommendation.

In no case, however, will the Board of Education promote any personnel without the recommendation of the Superintendent of Schools.

Reference: Singleton v. Jackson Muni. Sep. Sch. Dist., 419 F. 2d 1211 (5th Cir.1970) cert. den. 396 U.S. 1032, 90 S.Ct. 612, (1970).

Suspension
GBK-7.613

A teacher whose conduct or inability has become obvious should, at first sign of such conduct or inability, be helped, counseled, and aided by the principal, supervisor, and, if necessary, the superintendent. Suspension should only be necessary when it has become apparent that the employee has not altered his or her conduct after the above assistance has been provided.

However, in accordance with state regulations, the Board of Education shall suspend any teacher whose conduct constitutes lawful cause for discharge. The following are causes for employee suspension:

1. Inadequate performance
2. Immorality
3. Insubordination
4. Neglect of duty
5. Physical or mental incapacity
6. Habitual and excessive use of alcoholic beverages or narcotic drugs
7. Conviction of a felony or a crime involving moral turpitude
8. Advocating the overthrow of the Government of the United States or of this State by force, violence, or other unlawful means
9. Failure to fulfill the duties and responsibilities imposed upon teachers by the general statutes of this state
10. Any cause which constitutes grounds for the revocation of such career teacher's teaching certificate.

In order to assure the provision of applicable procedural due process during a full adjudicative hearing, the following guidelines must be observed. They concern criteria prior to as well as during the hearing. The principal shall notify the Superintendent of such action and the employee may appeal to the Superintendent.

The Board of Education shall determine whether salary will be paid during the period of suspension.

If dismissal is recommended, the hearing shall provide the teacher with the full panoply of due process. Said hearing shall be recognized as an adversary-type proceeding and all procedures shall thus be in close accord with requirements relative to adversary hearings. The teacher shall be provided with adequate notice of the charge and access to evidence intended for use at the hearing. Legal counsel shall represent the teacher should he or she desire such. All testimony shall be sworn and subject to cross-examination. The teacher will be given full opportunity to refute the evidence. All records of events during the hearing shall be transcribed. Written notice of the final decision shall be provided.

The entire proceeding shall assure said teacher a fair hearing, a fair trial, and a fair judgment.

Reference: The Code of Alabama, Title 52, Section 359.
Code of Alabama, 1975, Section 16-24-9.

Tenure for Professional Personnel
GBL-7.614

All eligible professional personnel shall attain tenure in accordance with Alabama School Law and legally rendered opinions. Provisions of the Code grant continuing service status(tenure) to all persons regularly certificated by the Teacher Certificating Authority of the State of Alabama provided such person serves in the School District for three(3) consecutive school years and is re-employed for the succeeding school year.

Professional personnel eligible for tenure are defined by the Code as follows". . .all persons regularly certificated by the teacher certificating authority of the state of Alabama who may be employed as instructors, principals or supervisors in the public elementary and high schools of the state of Alabama."

Reference: Board of Regents v. Roth, 408, 92 S.Ct. 2701, 33 L.Ed. 2d 548 (1972).

Reference: Perry v. Sindermann, 408 U.S. 593, 92 S. Ct. 2694 33 L.Ed. 2d 570 (1972).

Reference: Assaf v. Univ. of Texas System, 399 F. Supp.1245 (S.D. Texas, 1975).

Reference: Munro v. Elk Rapids Schools, 169 N.W. 2d 527 Mich. 1974.

Reference: The Code of Alabama, Title 52, Sections 351 and 352.
Code of Alabama, 1975, Sections 16-24-1 and 16-24-2.

Transfer
GBM-7.615

The basic consideration in assignment of professional personnel, whether initial assignment or as the result of voluntary or involuntary transfer shall be the well-being of the instructional program of this School District. The Board is fully cognizant that appropriateness of assignments will have a significant impact on the morale of the professional staff and a concomitant effect on the total instructional program.

Personnel shall be assigned on the basis of their qualifications, the needs of the School District, and their expressed desires. Therefore, if a request for transfer is in accordance with the needs of the system, the employee so requesting possesses the qualifications needed for the desired position, and a vacancy exists, the request for voluntary transfer will be carefully considered.

Teacher requests for transfers shall be directed to the assistant-superintendent for personnel. At any time during the school year, prior to July 1st, (the beginning of a new school year), a teacher may express his or her desire to be transferred to a specific or unspecified location, effective for the new school year.

The consideration of any request for transfer shall be in accordance with the criteria outlined above. All other factors being equal, the teacher with the most years of service in the system shall be transferred provided that the overall objectives of the administration which are legitimate are satisfied and the overall legitimate needs of the local school are not impaired or adversely affected.

Relative to involuntary transfers, notification shall be given the teacher by the last day of the school year. This notice of the Board's intent to transfer shall be in writing.

Such involuntary transfers shall be without loss of status or violation of contract, and such transfer shall not be for personal or political reasons.

Should the teacher or other professional employee wish to appeal this involuntary transfer, said appeal shall be directed to the assistant-superintendent in charge of personnel, or to the Superintendent of Schools.

Consideration of requests for transfer or consideration of involuntary transfers by the Central Administration, local school principals and other involved personnel shall be without regard to creed, national origin, sex, marital status, age, or membership in any teacher organization.

Only to comply with established Federal Court Orders, shall such criteria as race be considered. In such cases, the compliance with the minority-ratios shall, in certain circumstances, necessitate transfers based on race.

Reference: Civil Rights Act of 1964 as amended; Title IX of
Education Amendments of 1972 as amended by Final
Title IX Regulations, July 21, 1975.

Reference: The Code of Alabama, Title 52, Sections 123, 355,
356, and 357.
Code of Alabama, 1975, Sections 16-9-23, 16-12-16, 16-24-5
16-24-6, and 16-24-7

Separation Procedures
GBN-7.616

Compliance with the following shall insure that a maximum degree of fairness characterizes any dismissal proceeding.

1. Insure that the employee has received a copy of the unsatisfactory rating, if that be the case.
2. Insure that there was a record of all conferences relative to evaluations.
3. Insure, in cases of incompetency, that there was a follow-up or second unsatisfactory rating and clear evidence that administrative and supervisory efforts were made to help the teacher to correct the deficiencies in his or her teaching competency.
4. Insure that every evaluation is backed up by anecdotal records. The lack of such records has been the basis for Courts to reverse a School Board.
5. In dismissals for cause: immorality, persistent violation of the law, for example; be sure the facts, witnesses, and all other evidence are readily available. In some dismissals for cause, unlike incompetency, charges can be brought on the basis of one commission or prohibited act.
6. In the motion for dismissal, be certain that the charge is one listed in the School Code, and that the charge is clearly stated.
7. Insure that where dismissal of the employee is being considered, the employee is furnished a written statement:

   A. Detailing the charge,
   B. Setting the date for the hearing,
   C. Granting him or her right to counsel.

8. Insure that the hearing is a proper one; this in essence mandates that the employee must be given all required due process. The Board of Education attorney should be the advisor relative to assurance that each aspect of procedural due process is present during the hearing.

9. Insure that all testimony is recorded by a court or other capable stenographer.

10. Insure that adequate opportunity is provided for calling of witnesses on both sides; said adequacy permitting legal counsel to call as many witnesses as desired.

11. Insure that adequate opportunity for cross-examination is provided during the hearing.

12. Permit the employee to request a closed door hearing; and grant this upon request. Otherwise, if such is not requested, the Board of Education must, by law, conduct an open hearing.

13. Be sure of the timetable. The hearing must be set not sooner than 10 days, nor later than 15 days after the written notice. Be sure to send this notice by certified or registered mail. Ask for a return card. This action definitely establishes the notification date.

14. The hearing can be postponed, continued, or adjourned, but must be a proper hearing. All elements of procedural due process guaranteed by the Constitution must be provided during the hearing.

15. The vote for dismissal is a majority vote.

16. If the dismissal charge is sustained, the school board has ten (10) days in which to notify the dismissed employee after the hearing decision has been finalized.

17. The employee may appeal the Board of Education's action to the Commissioner of Education, the Tenure Commission, as appropriate, or may challenge the legality of the decision through appropriate courts.

Based on the above guides, dismissal or separation shall afford the employee all procedural due process rights to which he or she may be entitled. Separation shall be only for just cause; and only after written and signed charges have been filed with the Board. A professional employee may be dismissed for incompetence, insubordination, or immorality.

If the Board decides to proceed upon proferred charges against the employee, said Board shall notify the employee (Teacher or other professional employee) in writing at least twenty (20) days prior to the hearing, stating the charges brought against him or her, and shall arrange for a hearing to be held in accordance with the due process provisions of the law.

Therefore, professional personnel shall be terminated from employment in accordance with the provisions of Chapter 13 of the Alabama School Code.

Reference: The Code of Alabama, Title 52, Chapter 13 and Sections 165 and 359.
Code of Alabama, 1975, Chapter 24 and Sections 16-11-7 and 16-24-9.

Reference: Conley v. Board of Education of City of New Britain, 143 Conn. 488. 123 A. 2d 747 (1956)

Reference: Rehberg v. Board of Education of Melvindale, 345 Mich. 731, 77 N.W. 2d 131 (1956)

Resignation

GBO- 7.617

Any teacher who determines that he or she is unable to fulfill contractual obligations of employment shall inform the appropriate administrative official immediately of this fact. The administrator shall consider:

1. The educational well-being of the students
2. Availability of applicant(s) for the potential vacancy

Based on these needs, the administrator and teacher shall agree on a mutual date for separation. The following shall govern the superintendent's personnel actions:

1. Either continuing or probationary contract teachers may leave the employment of the district at the end of the school year by written resignation addressed and filed with the office of personnel by July 15th. This written resignation may be hand-carried, or mailed by prepaid, regular, certified, or registered mail.(Forty-five days requirement)

2. Resignation during the school year shall be at a mutually agreeable date between the contracting parties. Preferably the effective date of the resignation should be made to coincide with a normal break in the school year.

Failure to adhere to the above standards,which are based on the State Education Code, shall be considered a breach of contract, and a violation of The Code of Alabama; and that portion relative to cancellation of contract.

Reference: The Code of Alabama, Title 52, Section 361(1).
Code of Alabama, 1975, Section 16-24-11.

Retirement of Professional Personnel

GBQ-7.618

Professional personnel shall be subject to and retired in accordance with Alabama School Law pertaining to retirement. It shall be the responsibility of each employee to become familiar with those variables associated with the retirement system such as the current rate for participation, thirty years of service, and various plans by shich benefits are paid.

All professional personnel employed by the School District shall also be covered by the Social Security Program. All employees shall be eligible for benefits in accordance with the rules and regulations as may be developed by said agency.

Reference: The Code of Alabama, Title 52, Chapter 14, Sections
362-372 as amended, 1975.
Code of Alabama, 1975, Chapter 25.

Health Examinations

GBRA- 7.619

Each employee of this Board of Education shall furnish each year evidence and results of either a chest x-ray or a tuberculin test (skin reaction test).

Positive reactors to the tuberculin test shall be required to have a chest x-ray promptly and its results placed on file in the office of the Superintendent of Schools.

Cafeteria workers shall file a health certificate with the principal before the beginning of work each year.

Reference: The Code of Alabama, Title 52, Section 1.
Code of Alabama, 1975, Section 16-22-3.

Time Schedules
GBRB- 7.620

The school day in this School District shall be taught for not less than seven(7) hours each day, including intermissions and recesses. (Six hours excluding lunch periods).

All principals shall prepare and forward a copy of the school's master schedule to the superintendent's office.

Teachers shall be on duty in assigned schools fifteen (15) minutes prior to the time scheduled for the beginning of classes or homerooms. Departure times shall vary, depending on the specific needs of local schools of the School District. No teacher shall leave until the specified time set by the principal.

During work days when pupils are not in school, teachers shall work seven (7) hours a day, one hour being taken for lunch.

Work Load
GBRC-7.621

Work loads for professional personnel shall consist of all duties and responsibilities outlined in respective job descriptions and all other duties as may be assigned by the Superintendent of Schools or the teacher's immediate supervisor.

In all cases, the Superintendent of Schools and/or immediate supervisor shall assign work loads to professional personnel on an equal basis. All work load assignments shall conform to standards outlined by the Alabama School Code, the State Board of Education, and appropriate accreditation agencies. Further, professional personnel allotted for teaching purposes shall not be assigned work loads which remove them from teaching duties and result in increased teacher-pupil ratios.

Staff Meetings

GBRD- 7.622

All professional personnel are subject to attendance at all staff meetings as may be called by the Superintendent of Schools and/or immediate supervisor.

Principals shall hold a minimum of two staff meetings each month. One of these meetings shall be devoted to business matters. The other meeting shall be devoted to provision of professional development opportunities through a local school in-service program.

Extra Duty

GBRE-7.623

Extra duties may be assigned to and/or requested by professional personnel employed by the School District. When extra duties are assigned to said personnel, the following provisions shall be followed:

1. Extra duties that require professional personnel to work for more than one consecutive week beyond the normal working year shall be compensated for by extra pay.
2. Extra duties shall not be assigned during regular school hours that require professional teaching personnel to be removed, on a continuing basis, from teaching responsibilities.
3. Extra duties for professional teaching personnel shall not be compensated for by the assignment of reduced student loads.
4. All extra duties which are assigned shall be done in accordance with fair and equitable bases.

[illegible]

Travel Expenses

GBRF - 7.624

Professional personnel shall be reimbursed for travel expenses incurred while performing duties related to their jobs when such travel is at the request of or approved by the Superintendent of Schools and said employee's immediate supervisor.

Reimbursement for travel expenses shall not exceed travel and per diem authorized for State employees. Prior approval for all travel must be obtained before any travel expenses can be incurred.

Non-School Employment

GBRG-7.625

The Board of Education shall expect that any employment accepted by employees from outside sources will not detract from said person's effectiveness as a professional employee of this Board.

Should such outside employment be proved to be interfering with the employee's capable functioning as an employee of this Board, said employee shall be requested to discontinue the outside employment. In the event the employee does not give up the outside work and the deficient performance continues, the Board shall exercise its prerogative in declaring that the quality of work performed for the Board does not meet the required standards and said employee shall be dismissed.

[illegible]

[illegible]

Consulting
GBRGA-7.626

The Board of Education recognizes that consultative services performed by professional personnel are: good means of providing professional development opportunities, capable of promoting the image of the school district, and vehicles for promoting public relations between school districts. The Board encourages professional personnel to engage in consultative services in the local school district and in other school districts provided that:

1. the service is educationally related;
2. the service is approved by the Superintendent of schools;
3. the service is not derogatory to the standing or image of the school district; and
4. the service does not interfere with local responsibilities.

Examples of such consultative services would be the following and similar activities:

1. accreditation survey committees
2. state textbook committee
3. professional association duties
4. liaison with institutions of higher learning
5. in-service groups
6. civic groups

Tutoring for Pay
GBRGB - 7.627

Professional personnel shall not receive pay or its equivalent for outside tutoring of students in their classes. Tutoring for any form of remuneration shall not be done during the regular school hours.

Professional Leaves and Absences
GBRH- 7.70

The Superintendent of Schools shall be authorized to approve leaves for professional reasons for periods not to exceed five(5) workdays during the regular school year. Periods of professional leave exceeding five(5) days (working) during the regular school year shall be approved in advance by the Board. All requests for professional leave during the regular school year shall be made to the Superintendent of Schools at least two weeks before the effective date. Requests for professional leave during the summer months shall be made in writing to the Superintendent on or before May 1 for the succeeding summer. Principals shall recommend approval or disapproval of all teacher requests for professional leave.

The Superintendent of Schools shall be authorized to reassign staff members to attend Board functions and provide substitutes if necessary. Such assignments shall not be considered professional leave.

Professional Leaves of Absence
Annual Leave of Absence
GBRHR-7.701

Upon approval of the Board of Education, regularly employed personnel at the professional level who have achieved continuing service status, may be granted annual leave of absence for professional purposes. Such leave shall not consecutively exceed one (1) year and shall be without pay and without loss of continuing service status and other accruable benefits. For valid reasons, board may extend for one additional year.

Stipulations

A. Written application for annual leave of absence must be registered and must be requested and acted upon at the regular Board meeting in April of the scholastic year prior to contemplated leave date.

B. The leave should include and involve a minimum of educational interruption.

C. No experience credit for salary purposes will be granted for the period of the leave.

D. Employees taking annual leave of absence must notify the Superintendent of Schools of intent to return to the School District for employment by the date set for the regular Board meeting in April of the year succeeding said leave.

Reference: The Code of Alabama, Title 52, Section 361 (3).
Code of Alabama, 1975, Section 16-24-13.

Conferences and Visitations
GBRHB- 7.702

The Superintendent of Schools may authorize professional leave for attendance of professional personnel at state, national and regional meetings without pay deductions. The number of absences allowable for professional leave is a judgment value on the part of the Superintendent of Schools and is subject to budget limitations for reimbursement for travel, meals, and lodging.

Professional Leaves of Absence
GBRH- 7.703

Summer Leave for Twelve Month Personnel

Professional personnel who are employed for twelve (12) months are permitted to attend summer school for six (6) weeks during the summer provided their assigned duties and responsibilities can be covered by other employees during the period. Professional personnel who attend summer school under this policy will forego ten(10) days of annual leave.

Summer Leave-Ten Month Personnel

Professional personnel employed for ten(10) months shall be entitled to two(2) months summer leave without pay.

Summer Leave-Nine Month Personnel

Professional personnel employed for nine(9) months shall be entitled to three(3) months summer leave without pay.

Leaves for Personal Reasons

GBRI-7.704

Personal Leave

Personal leave may be used by certificated personnel on the basis of one day per semester. The principal or immediate supervisor shall be notifed at least one day(school day) prior to the absence and adequate and complete plans and arrangements shall be made to cover assigned responsibilities. Such absences shall be reported as personal business. No explanation is required.

If the certificated person does not use one day of personal leave during the first semester, he may use two days of personal leave during the second semester. The school year for twelve-month certificated personnel ends on June 30.

Personal leave is not cumulative from year to year. Said phrase means from school year to school year. Personal leave may not be taken during the first week or last week of the school year, and may be taken on the day preceding or following a holiday only with the written consent of the principal or immediate supervisor. Said written consent must be given prior to usage.

Personal leave may be used for sick leave purposes. Sick leave may not be used for personal leave purposes.

Refeence: Madison County Board of Education, March 28, 1974.

Reference: The Code of Alabama, Title 52, Section 136(No. 1151, appvd. ~~Sept. 7, 1971~~).
Code of Alabama, 1975, Section 16-8-26.

Legal Service Absences
GBRIA- 7.705

State Jury Service

The legislature has excused teachers engaged in full-time teaching from jury service during the school year. No pay can be allowed professional personnel engaged in full time teaching who accept jury service during the school year. It shall be the responsibility of the employee to secure the necessary legal exemptions.

Professional personnel not engaged in full time teaching may be excused without loss of pay for jury service. All monies paid said personnel for such service must be remitted to the School District.

If travel to and from court is required and expenses paid, employee would be allowed to keep this. Only jury fee or witness fee must be deducted from salary.

Court Appearances

Professional personnel may be excused without loss of pay for serving as a witness in a court of law under a subpoena.

Federal Jury Service

Professional personnel may be excused without loss of pay for serving on the Federal Jury. All monies paid said personnel for such service by the Court must be remitted to the School District.

Reference: The Code of Alabama, Title 30, Section 3.
Code of Alabama, 1975, Section 12-6-2.

Sick Leave

GBRIB

7.706

All regularly employed professional personnel shall receive sick leave in accordance with Alabama School Law and State Board rules and regulations.

Sections 136 and 197 of Title 52, Code of Alabama, as amended, have been amended by Acts Nos. 89 and 90, Second Special Session, 1963 Legislature, and further amended by Acts Nos. 110 and 1101, Regular Sessions, 1969 Legislature.

Sick leave is defined as the absence from regular duty by a teacher because of the following:

A. Personal illness

B. Bodily injury which incapacitates the teacher.

C. Death in the immediate family of the teacher (husband, wife, father, mother, son, daughter, brother, sister, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, nephew, niece, granddaughter, grandson, grandfather, grandmother, uncle, and aunt.)

D. Where unusually strong personal ties exist, due to a teacher's having been supported or educated by a person of some relationship other than those listed, this relationship may be recognized for leave purposes. In such cases the teacher concerned shall file with his local Board of Education a written statement of the circumstances which justify an exception to the general rule.

E. Attendance upon an ill member of the immediate family (husband, wife, father, mother, son, daughter, brother, sister) of the teacher, or a person standing in loco parentis.

The reimbursement to county and city boards of education for substitute teachers shall be the amount paid such substitue teachers up to but not to exceed the maximum per day teacher set annually by the State Board of Education.

The general plan of sick leave shall be that one day per month shall be allowed each year for each regular teacher (and non-professional employee), and that sick leave unused by teachers may be accumulated until a total of one hundred fifty (150) days is collected at the rate of one day per month a year; provided that pay for such absence caused by sickness shall not be allowed for a longer time than one hundred fifty (150) days accumulated sick leave during any one year.

Claims for reimbursement by systems shall be submitted annually on or before the 1st of July to the State Board of Education. Individual systems shall keep such records and reports as necessary evidence to substantiate claims for said reimbursements.

Reference: The Code of Alabama, Sections 136 and 197, as amended by Acts Nos. 89-90, 1963 Special Session and Acts 1100 and 1101 , Regular Session, 1969.
Code of Alabama, 1975, Sections 16-8-25 and 16-12-21.

Maternity Leave
GBRIC-7.707

The following shall be the policy of the Board of Education concerning maternity leave. Disabilities caused by pregnancy, childbirth, and any associated problems(such as false pregnancies) shall be recognized like all other temporary disabilities. The following guidelines apply:

1. The length of time an employee may work will be determined by the employee and the attending physician. The welfare of the students is paramount and impairment of personal efficiency demands that student's welfare be considered above personal desires.
2. Sick leave may be taken during "temporary disability," i.e., when the teacher is unable to perform adequately. This refers to the period of time when the employee is under doctor's care, hospitalized, or confined to bed because of pregnancy, childbirth, or related reasons.
3. All leave policies relative to pregnancy or related disorders shall comply with Title IX Regulations relative to all pertinent provisions.
4. The employee must file with the superintendent a medical certificate from the attending physician attesting to the physical fitness to teach upon the employee's return to the system.
5. Maternity leave may be granted upon request.

Note: The Equal Employment Opportunity Commission has ruled that, "for all job-related purposes, pregnancies are disabilities, and no plan which bars one sex from coverage conforms to Title VII of the Civil Rights Act of 1964.

Reference: Final Title IX Regulation, July 21, 1975; Title VII of Civil Rights Act of 1964; Cleveland Board of Education et. al., Petitioners 72-777 v. Jo Carol Le Fleur et al; Susan Cohen, Petitioner, 72-1129 v. Chesterfield County School Board et al.,(U.S. Supreme Court, January 21, 1975.

Military Leave
GBRID- 7.708

Active Duty-Peace Time

If a professional employee on continuing service status is inducted or recalled into the military service for more than six months, he shall resign at the request of the Superintendent of Schools and with the approval of the Board. Provided said employee is inducted into the military service for six months or less, he shall be entitled to request a leave of absence, without pay and other accruable benefits. Upon completion of military service, provided said employee returns after period of initial induction, he shall be re-employed by the School District and placed on the salary schedule on the step he would have reached had he completed the full year. He shall be restored to his former position, if possible, or to a position of like nature.

Active Duty-War Time

If a professional employee on continuing service status is inducted or recalled into the military service of the United States at a time when there is an existing state of war between the United States and any other country, leave of absence shall be granted to said employee for the duration of the war and until the beginning of the school year next succeeding the date on which said employee is released from said military service and provided said employee submits written notice stating his desire to be re-employed, shall be re-employed and placed on the salary schedule on the step he would have reached had he completed the full year. He shall be restored to his former position, if possible, or to a position of like nature.

Reserve Duty

Professional personnel who are members of the United States Armed Forces, through membership in one of the reserve components thereof, and who must complete annual active duty for training shall be entitled to military leave without pay and without loss of annual leave days. The above stipulation shall apply to reserve duty beyond the initial six(6) year obligation.

Professional personnel who are members of one of the reserve components and who are fulfilling their initial six(6) year obligations shall be entitled to up to but not to exceed twenty-one(21) days military leave with pay and without loss of annual leave days. Purpose is to accommodate the annual active duty requirement during the initial six(6) year obligation period.

Reference: The Code of Alabama, Title 52, Section 361(3).
Code of Alabama, 1975, Section 16-24-13.

Religious Leave

GBRIE-7.709

Leave for observance of religious holidays may be granted to professional personnel. Request for such leave must be approved in advance by the Superintendent of Schools and, when approved, shall be without pay.

Bereavement Leave

GBRIF- 7.710

Immediate Family

Professional personnel may receive leave for bereavement of members of the employees immediate family. Such leave will be with pay provided the employee has sufficient accrued sick leave or annual leave days. Such leave shall be chargeable to sick leave or annual leave days or a combination of both.

Normally, absence for bereavement will not exceed five(5) working days; however additional days may be granted upon request to the Superintendent of Schools when exceptional circumstances exist.

The immediate family is defined as: husband, wife, father, mother, son, daughter, brother, sister, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, nephew, niece, granddaughter, grandson, grandfather, grandmother, uncle, and aunt.

Nonmember of Immediate Family

Provided the deceased is not a member of the employees immediate family, said employee may receive up to three(3) days leave for bereavement without pay. Such leave is subject to the approval by the Superintendent of Schools and is chargeable to sick leave or annual leave days or a combination of both.

Where unusually strong ties exist, due to an employee having been supported or educated by a person of some relationship other than those defined as immediate family, these may be recognized for bereavement leave purposes. In each case, said employee shall file with the Superintendent of Schools a written statement of the circumstances which justify an exception to the general rule. When approved, such leave shall be chargeable to sick leave or annual leave days or a combination of both.

It shall be noted that annual leave days are accrued only by twelve month personnel.

Reference: The Code of Alabama, Title 52, Section 40(4).
Code of Alabama, 1975, Section 16-3-36.

Arrangements for Substitute Teachers
GBRJ- 7.711

To qualify as a substitute teacher, a person must be at least a high school graduate and must show proof of this fact. Substitute teachers must have a valid chest x-ray certificate on tile in the office of the Superintendent of Schools and possess, at the minimum, an Alabama substitute teacher's certificate.

A list of eligible substitute teachers shall be compiled annually by the Superintendent of Schools or his designated representative.

Each local school principal is responsible for calling substitute teachers from the list as he needs them.

Professional personnel who must be absent from work should notify their school principal as soon as possible, and it is the duty of the principal to secure the services of a substitute teacher. The pay for substitute teachers shall be state scale and shall be paid by the Superintendent of Schools from sick leave funds if absence is covered by sick leave provisions.

Provided said absence is not covered by sick leave provisions, the employee may use accrued leave days for said absence. If the employee is not covered by sick leave provisions and does not have accrued leave days, a days pay shall be deducted from said employee's salary for each day of absence.

Vacations and Holidays for Professional Personnel
GBRK- 7.712

(As in the majority of situations addressed in this work, content of this policy will vary from system-to-system. The following provide two examples within the state- the Limestone County policy and the Anniston City policy.)

Annual Leave

Twelve Month Personnel

All professional personnel who are employed for twelve(12) months are entitled to 1 and 1/4 annual leave days per month. Said employees shall not accrue more than fifteen(15) days per year. Leave days may be carried over from one year to the next, but number of leave days accrued shall not exceed thirty(30) days. Annual leave days exceeding the yearly rate of accrual shall be accrued in accordance with the following schedule.

Years of Service in School District	Maximum Days Accruable
1	15
2	15
3	15
4	30
5	30
6	30

Annual leave days shall be earned by the month and accountable by the year, October 1 through September 30.

No annual leave days will be granted before they have been earned.

New employees will begin earning annual leave on the effective date of employment provided employment is on or beofre the fifteenth(15) of the month. Provided employment is after the fifteenth(15) of the month, the employee will not earn annual leave days for that month.

Provided employees resign prior to the fifteenth(15) of the month, they will not earn annual leave days for that month. Provided employees resign after the fifteenth(15) of the month, they shall earn annual leave days for the month.

All annual leave days must be used prior to effective resignation date. The School District shall not make cash payments for unused annual leave days.

All annual leave days must be approved by the Superintendent of Schools prior to effective leave date.

Holidays

The following holidays will be observed by twelve month employees in the School District:

Labor Day	1 Day	Thanksgiving	2 Days
Fourth of July (Friday when July 4 falls on Saturday or Sunday)	1 Day	New Year's Day (Friday when falls on Saturday or Sunday)	1 Day
Christmas	4 Days	AEA	2 Days

Said holidays shall not be chargeable against accrued leave days.

Ten Months Personnel

All professional personnel who are employed for ten months shall receive vacations and holidays in accordance with the School District's yearly calendar as filed with this set of policies(AEA-R).

Eleven Months Personnel

All professional personnel employed for eleven(11) months shall receive pay for eleven(11) months work and shall observe the holiday schedule outlined for twelve(12) months personnel.

Nine Month Personnel

All professional personnel who are employed for nine(9) months shall receive vacations and holidays in accordance with the School District's yearly calendar as outlined under section AEA-R of this work.

Reference: The Code of Alabama, Title 52, Sections 136 and 197.
Code of Alabama, 1975, Sections 16-8-25 and 16-12-21.

Vacations and Holidays for Professional Personnel
GBRK-7.712

Twelve Month Personnel

All professional personnel who are employed for twelve(12) months shall accrue annual leave days at a rate of one day per month for the months September through June. Vacation days may be accrued up to thirty(30) days.

The School District shall not make cash payments for unused annual leave days. All vacations must be completed by the day set for the opening of school each year.

All annual leave days must be approved by the Superintendent of Schools prior to effective leave date.

Holidays

The following holidays will be observed by twelve month employees in the School District:

Labor Day	1 Day
Veterans Day	1 Day
Thanksgiving	2 Days
Christmas	5 Days
New Years Day (Friday when New Year's Day falls on Saturday or Sunday)	1 Day
AEA	1 Day
Fourth of July (Friday when July 4 falls on Saturday or Sunday)	1 Day

Said holidays shall not be chargeable against accrued leave days.

Reference: Code of Alabama, Title 52, Section 136
Code of Alabama, 1975, Section 16-8-25.

Professional Organization
GBS-7.80

Professional personnel of the School District shall respect each others rights to choose for themselves the professional organizations with which they affiliate. In all cases, membership in professional organizations shall be on a voluntary basis. Administrators of the School District or local schools shall not take any type of punitive or restrictive action against employees because of their membership in professional organizations, or because of their failure to affiliate with said organization. (Also, reference GBRH)

Nonprofessional Personnel Salary Schedules and Contracts

GCA-7.901

The Superintendent of Schools shall prepare or cause to be prepared salary or hourly wage schedules for all nonprofessional personnel employed by the School District. The salary and hourly wage schedules shall be presented to the Board of Education for review and approval.

All nonprofessional personnel shall receive written contracts annually.

Nonprofessional Positions

GCB-7.902

Non-certified personnel shall include those employees who assist with the operation of the school system who are not required by law or by regulation of the Board of Education to hold professional certification. Included among this group of employees are:

A. Teacher aides or assistant-teachers.

B. Bookkeepers.

C. Building Engineers.

D. Computer Operators.

E. Transportation Supervisor.

F. Maintenance Department Supervisor.

G. County Maintenance Staff. (or City System)

H. Central Office Secretarial Personnel.

I. Local School Secretarial Personnel.

J. Shop Foreman.

K. All Employees in Bus Shop(Includes all mechanics, mechanics helpers).

L. School Lunchroom Managers.

M. School Lunchroom Assistant-Managers.

N. School Lunchroom Employees.

O. Local School Custodians, and Central Office Custodians.

P. Local School Maids, and Central Office Maids.

Q. All Bus Drivers.

R. Any Additional non-certificated personnel who may be added based on system needs.

Employees who function in any of the listed positions shall devote full-time to performance of their duties as specified in the policies of this Board and the regulations of their respective departments. They shall serve in their assignments with loyalty to their superiors, with industry, and with evidenced interest in their work.

General Conditions Relative to All Positions

Nonprofessional employees shall foster good relations in all their contacts. No employee shall give or receive gifts involving any personal obligation in the impartial discharge of school system-related duties. Employees shall maintain a credit rating consistent with their earnings. Services of employees who do not meet financial obligations satisfactorily may be subject to termination by the Superintendent.

Salary checks are distributed monthly on the first day of the month for the preceeding month unless the first day of the month falls on Saturday or Sunday. When this occurs, checks are to be distributed on the previous Friday whenever possible.

Job Descriptions

Specific written duties for each employee shall be prepared by the administrative or supervisory official in charge of non-certificated personnel. Employees shall be thoroughly familiarized with respective job descriptions and shall be responsible for efficient discharge of said duties.

Each nonprofessional employee shall be given a copy of the job description relative to his position. Evaluation of performance shall be based on the content of the job-description and the degree to which the employee has satisfactorily discharged the relevant tasks contained therein.

Note: This policy has combined aspects of the Limestone County, Cullman City, Jefferson County, and the Tuscaloosa City manuals into one policy statement.

Recruitment and Hiring
GCD-7.903

Upon written recommendation by the Superintendent of Schools, the Board shall appoint all nonprofessional employees of the School District. The Superintendent of Schools may delegate the responsibility for employment of nonprofessional personnel to his designated representatives.

In all cases relative to both recruitment and hiring, the School District shall seek to employ the best qualified applicant for each position without regard to race, creed, or color. Strict compliance with the criteria contained in Section GAAA, 6.10 of this work shall be observed relative to recruitment and hiring of nonprofessional personnel.

Reference: The Code of Alabama, Title 52, Section 182, and Sections 86 and 123.
Code of Alabama, 1975, Sections 16-12-16, 16-8-23, and 16-9-23.

Reference: Civil Rights Act, 1964, as amended.

Reference: Title IX Education Amendment to Education Act of 1972, as stated in the July 21, 1975, Title IX Regulations.

Assignment of Nonprofessional Personnel
GCE- 7.904

The Superintendent of Schools shall assign nonprofessional personnel to employment positions as the needs of the School District may require. He may reassign said personnel to other employment positions for which they are qualified when necessary. When a nonprofessional employee is reassigned to a position requiring additional responsibilities and duties, the employee's salary shall be increased accordingly.

Nonprofessional personnel may request assignment or reassignment to employment positions within the School District for which they are qualified. Such request should be made to said employee's immediate supervisor and shall be given consideration by the Superintendent of Schools.

Reference: The Code of Alabama, Title 52, Sections 123 and 187.
Code of Alabama, 1975. Sections 16-9-23 and 16-12-16.

Orientation

GCF-7.905

Just as orientation of professional personnel is considered vital to successful discharge of professional responsibilities, a similar degree of orientation based on the job description content is considered by this Board as vital to effective performance by nonprofessional personnel.

It shall, therefore, be the duty of the employee's immediate supervisor to thoroughly acquaint the employee with all relevant aspects of the respective position. Said orientation shall include, but not be limited to:

A. Familiarization with work surroundings.

B. Complete review of job description and practical application of same to specific job, as it is affected by needs of the system.

C. Acquaintance of employee with compensation-related procedures, benefits to which the employee may be entitled, and promotion bases.

D. Assurance that employee has necessary tools, as applicable, for work; familiarization with arrival and departure periods, and relevant rules and regulations.

E. Tour of shop or other area in which the employee will be working.

F. Familiarization of employee with evaluation procedures, purposes of same, and employee's access to records.

The newly employed or transferred employee shall, as a result of said orientation, have received a complete briefing and helpful induction to the new position.

Reference: Original

Supervision of Nonprofessional Personnel

GCH-7.906

In all cases, nonprofessional employees shall be placed under the direct supervision of an immediate supervisor. The employee shall be directly responsible to this supervisor and should initiate all complaints, grievances, requests, suggestions, etc. through said supervisor.

Supervision shall be for the purpose of assisting the employee to best discharge responsibilities. Evaluation of performance shall be in accordance with provisions of the respective job description and the noted degree of achievement or lack of same relative to discharge of the provisions contained in said job description.

When conferences are held with employees relative to serious deficiencies as noted by the supervisor, a record of said conference should be maintained. The employee shall have access to review the content of his file as contained in section GBI relative to professional personnel.

Reference: Public Law 93-380.

Promotion
GCJ- 7.907

Promotions shall, if at all possible, be made from those currently serving the system in nonprofessional capacities. All promotions shall be considered under the same nondiscriminatory policy as that governing original employment and assignment.

The Superintendent of Schools shall present a recommendation to the Board relative to the recommended promotion. Said recommendation shall note the positions' qualifications, those presented by the person recommended, (as evidenced by records of efficient performance in relevant areas) and proof of an objective method by which the performance has been evaluated.

Recommendations for promotions shall be made without regard to sex and sufficient notice of the vacancy shall be made to give all prospective personnel an equal opportunity to apply for consideration.

The Board of Education will not, in any case, promote any personnel without the recommendation of the Superintendent of Schools.

Reference: Civil Rights Act of 1964, as amended.

Transfer of Nonprofessional Personnel
GCM-7.908

The Superintendent of Schools shall have the authority to transfer nonprofessional personnel from one position to another when such transfers are in the best interest of the School District, provided such transfers are made without personal or politically oriented regards and provided further, the transfers do not result in lower salaries.

All nonprofessional personnel shall have the right to request transfer to other positions for which they are qualified. Such request shall be made to said personnel's immediate supervisor. Such request will be given consideration by the Superintendent of Schools based on proved objective criteria.

Reference: ~~The Code of Alabama, Title 52, Sections 187, 355, 356, 357, and 123.~~
Code of Alabama, 1975, Sections 16-12-16, 16-24-5, 16-24-6, 16-24-7, and 16-9-23

Identification of Vacancies
GCMA-7.909

During the month of May each year all known vacancies for nonprofessional personnel positions within the School District shall be posted in a readily observable location in the central office, with copies distributed for posting in each local school.

Resignation and Separation

GCO-GCN-7.910-7.911

A nonprofessional employee who wishes to terminate his or her services with the Board shall, at least two weeks prior to date of termination, notify his immediate supervisor. The supervisor shall notify the Superintendent of Schools or his designated representative(s).

A nonprofessional employee whose service is to be terminated by the Board shall be notified two weeks prior to date of termination except in cases of insubordination, theft, moral charges, or similar actions. In such situations, employment may be terminated immediately.

Such termination procedures shall only be put in effect after the employee has been granted all procedural due process rights to which his liberty and property interest entitles him or her. Supervisors who recommend such dismissal shall provide evidence of objective evaluation and failure of corrective procedures to produce satisfactory performance. In situations involving insubordination, theft, moral charges, and similar dismissal-type actions, such evidence shall not be required. The only requirement in such situations is proof of the charges.

Reference: The Code of Alabama, Title 52, Sections 123 and 187.
Code of Alabama, 1975, Sections 16-9-23 and 16-12-16.

Time Schedules and Work Loads
GCRB-7.912

The Superintendent of Schools or his representative shall establish the time schedules for all nonprofessional employees of the School District. These time schedules shall be as uniform as possible subject only to particular needs of the different positions.

Work loads are distributed by immediate supervisors and shall be done on an equitable basis relative to all involved nonprofessional employees. The primary basis of distribution shall be the needs of the System as pertaining to the involved department.

Though every attempt shall be made to be fair with all employees, the needs of the School District must receive first consideration. There are times when, of necessity, overtime will be required. Employees shall be paid accordingly and shall perform as required.

Reference: (indirect) The Code of Alabama, Title 52, Sections 123 and 187.
Code of Alabama, 1975, Sections 16-9-23 and 16-12-16.

Retirement of Nonprofessional Personnel
GCQ- 7.913

Mandatory Retirement

The mandatory retirement age for nonprofessional personnel shall be age sixty-five (65), unless they are members of Teacher's Retirement System. Upon recommendation of the employee's immediate supervisor and the Superintendent of Schools, a nonprofessional employee may be re-employed on a year-to-year basis.

All nonprofessional personnel employed by the School District shall be covered by the Social Security Program. All employees shall be eligible for benefits in accordance with the rules and regulations as may be developed by said agency and as currently existing.

Teacher Retirement System

Nonprofessional personnel who are eligible for participation in the State Teacher Retirement System may participate and be retired at age 70 in accordance with provisions of the Alabama School Code pertaining to retirement.

Reference: The Code of Alabama (1973 Supplement), Title 53, Sections 364 and 366.
Code of Alabama, 1975, Sections 16-23-3 and 16-25-14.

Health Examinations

GCRA-7.914

Between June 1 and the opening of school each year, all nonprofessional personnel shall submit to a physical examination by a licensed physician and on or before the day set for the opening of schools, shall file with the Superintendent of Schools a report of such examination, signed by the examining physician.

All nonprofessional personnel shall submit to annual intradermal tuberculin test(Payne Test). Said personnel shall file with the Superintendent of Schools a report of such examination on or before the opening of school each year.

If there is a positive reaction to the skin test, x-rays will be made immediately and x-rays will be required each year of those individuals. Drugs will be provided through the Health Department for anyone who is unable to provide for the medicine.

The State Health Department will provide for the tuberculin examination at no cost to said personnel. A schedule of examination times shall be prepared for all personnel employed by the School District.

Reference: Rules and Regulations of the State Board of Public Health, Revised July 23, 1969.

Reference: The Code of Alabama, Title 52, Section 1(2).
Code of Alabama, 1975, Section 16-22-3.

Travel Expenses
GCRE-7.915

Nonprofessional personnel shall be reimbursed for travel expenses incurred while performing duties related to their job, when such travel is at the request of said employees' immediate supervisor and is approved by the Superintendent of Schools. Prior approval for all travel must be obtained before any travel expenses can be incurred.

Expenses shall be noted by the appropriate invoices. Said invoices shall be presented as the basis for reimbursement.

NonSchool Employment

GCRF 7.916

Part-time employment which interferes with the regular work or other duties as assigned by the Board is looked upon with disfavor.

In the event the regular work of an employee suffers because of part-time employment, the employee will be requested to eliminate his part-time work. In the event the event the employee does not give up his part-time work, the Board shall exercise its prerogative in declaring that the quality of work performed for the Board does not meet the required standards and said employee shall be dismissed.

Legal Service Absences

GCRGA-7.917

State Jury Service

Nonprofessional personnel may be excused without loss of pay for jury service. All monies paid said personnel for such service by the Court must be remitted to the School District.

Court Appearances

Nonprofessional personnel may be excused without loss of pay for serving as a witness in a court of law under a subpoena.

Federal Jury Service

Nonprofessional personnel may be excused without loss of pay for serving on the Federal Jury. All monies paid said personnel for such service by the Court must be remitted to the School District.

Reference: The Code of Alabama, Title 30, Section 3.
Code of Alabama, 1975, Section 12-16-2.

Military Leave
GCRGD-7.918

Active Duty-Peace Time

If a nonprofessional employee is inducted or recalled into the military service for more than six months, he shall resign at the request of the Superintendent of Schools and with the approval of the Board. Provided said employee is inducted into the military service for six months or less, he shall be entitled to request a leave of absence, without pay and other accruable benefits. Upon completion of military service, provided said employee returns after the period of initial induction, he shall be re-employed by the School District and placed on the salary schedule on the step he would have reached had he completed the full year. He shall be restored to his former position, if possible, or to a position of like nature.

Active Duty-War Time

If a nonprofessional employee is inducted or recalled into the military service of the United States at a time when there is an existing state of war between the United States and any other country, leave of absence shall be granted to said employee for the duration of the war and until the beginning of the school year next succeeding the date on which said employee is released from said military service and provided said employee submits a written notice stating his desire to be re-employed by the School District, he shall be re-employed and placed on the salary schedule on the step he would have reached had he completed the full year. He shall be restored to his former position, if possible, or to a position of like nature.

Reserve Duty

Nonprofessional personnel who are members of one of the reserve components of the United States Armed Forces who must complete annual active duty for training shall be entitled to military leave without pay and without loss of annual leave days if said annual active duty is subsequent to the expiration of the initial six(6) year obligation.

Professional personnel who are members of one of the reserve components and who are fulfilling their initial six(6) year obligation shall be entitled to up to but not to exceed twenty-one(21) days military leave with pay and without loss of annual leave days.

Reference: The Code of Alabama, Title 52, Section 361(3).
Code of Alabama, 1975, Section 16-24-13.

Religious Leave
GCRGE- 7.919

Leave for observance of religious holidays amy be granted to nonprofessional personnel. Request for such leave must be approved in advance by the Superintendent of Schools and, when approved, shall be without pay.

Bereavement Leave
GCRGF-7.920

The contents of GBRIF(6.710) which apply Bereavement leave to professional personnel shall provide the basis of an identical policy relative to nonprofessional personnel, since the latter are entitled to the identical benefits.

Reference: The Code of Alabama, Title 52, Section 40(4), and Section GBRIF this work.
Code of Alabama, 1975, Section 16-3-36.

Sick Leave

GCRGG-7.921

Sick leave for both professional and nonprofessional personnel shall conform to section GBRIB contained in this work and with Sections 136 and 197 of Title 52, Code of Alabama, as amended by Acts Nos. 89 and 90, Special Session, 1963 and Acts Nos. 1100 and 1101, Regular Session, 1969.

Reference: See Above. Also, State Board of Education Resolution,
November 20, 1957, and State Board of
Education Resolution June 19, 1962.

Vacations and Holidays for Nonprofessional Personnel

GCRH-GCRI
7.922-7.923

Twelve Months-Annual Leave Provisions

All nonprofessional personnel who are employed for twelve(12) months are entitled to 1 and 1/4 annual leave days per month. Said employeed shall not accrue more than fifteen (15) days per year. Leave days may be carried over from one year to the next, but number of days accrued shall not exceed thirty(30) days. Annual leave days exceeding the yearly rate of accrual shall be accrued in accordance with the following schedule.

Years of Service in School District	Maximum Days Accruable
1	15
2	15
3	15
4	30
5	30
6	30

Annual days(leave) shall be earned by the month and accountable by the year, October 1 through September 30. No annual leave days shall be granted before they are earned.

Provided employees resign prior to the fifteenth of the month, they will not earn annual leave days for that month. Provided employees resign after the fifteenth of the month, they shall earn annual leave days for the month.

All annual leave days must be used prior to effective resignation date. The School District shall not make cash payments for unused annual leave days.

All annual leave days must be approved by the Superintendent of Schools prior to effective leave date.

Holidays

The following holidays will be observed by nonprofessional twelve months employees in the School District:

Labor Day	1 Day	Thanksgiving	2 Days
Fourth of July (Friday when 4th falls on Saturday or Sunday)	1 Day	New Year's Day (Friday when falls on Saturday or Sunday)	1 Day
Christmas	4 Days	AEA	2 Days

Said holidays shall not be chargeable against accrued leave days.

Ten Month Personnel

All nonprofessional personnel who are employed for ten months shall receive vacations and holidays in accordance with the School District's yearly calendar filed in this work.

Nine Months Personnel

All nonprofessional personnel who are employed for nine months shall receive vacations and holidays in accordance with the School District's yearly calendar filed in this work.

Reference: The Code of Alabama, Title 52, Sections 136 and 197.
Code of Alabama, 1975, Sections 16-8-25 and 16-12-21.

PART VII

SELECTED READINGS ABSTRACTS
ON
PERSONNEL

G 7.0 PERSONNEL also, GAC 7.101 and H 8.0

REPORT NUMBER ED120936

TITLE FACTORS LEADING TO IMPASSE IN TEACHER-SCHOOL BOARD COLLECTIVE BARGAINING.

AUTHOR(S) O'CONNELL, JAMES F.; HELLER, ROBERT W.

NOTE 24 P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (SAN FRANCISCO, CALIFORNIA, APRIL 19-23, 1976)

PUB DATE 23 APR 76

ABSTRACT

THIS STUDY FOCUSED ON THE FACTORS IN NEGOTIATIONS THAT CAUSE IMPASSE. THE MAJOR HYPOTHESES, 'THERE IS A SIGNIFICANT DIFFERENCE IN THE PERCEPTIONS OF SCHOOL BOARD MEMBERS AND TEACHER EXECUTIVE LEADERSHIP REGARDING IMPASSE FACTORS,' WAS UPHELD. DATA WERE COLLECTED FROM BOARD MEMBERS, ADMINISTRATORS, TEACHER ASSOCIATION OFFICIALS, AND NEGOTIATORS FROM 19 RANDOMLY SELECTED SCHOOL DISTRICTS IN SIX WESTERN NEW YORK STATE COUNTIES AND CORRELATED USING A PEARSON PRODUCT MOMENT CORRELATION. THE FACTORS WERE THEN ROTATED ORTHOGONALLY. THE VARIMAX ROTATED FACTORS YIELDED A TOTAL OF 15 TEACHER-SCHOOL BOARD FACTORS ALL STATISTICALLY SIGNIFICANTLY DIFFERENT BETWEEN TEACHERS AND BOARDS. THE FINDINGS SUPPORT THE CONCLUSION THAT THERE EXISTS A SIGNIFICANT POLARIZATION BETWEEN TEACHERS AND BOARDS. (AUTHOR)

DESCRIPTORS

BOARDS OF EDUCATION
DECISION MAKING
ELEMENTARY SECONDARY EDUCATION
FACTOR ANALYSIS
INDUSTRIAL RELATIONS
NEGOTIATION IMPASSES
SCHOOL SUPERINTENDENTS
TEACHERS
COLLECTIVE BARGAINING
EDUCATIONAL ACCOUNTABILITY
EMPLOYER EMPLOYEE RELATIONSHIP
FRINGE BENEFITS
MERIT PAY
POLICY FORMATION
TEACHER ASSOCIATIONS
TENURE

EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE

G 7.0 PERSONNEL also, CGK 3.514

REPORT NUMBER	ED108277
TITLE	ADMINISTRATOR'S BILL OF RIGHTS
AUTHOR(S)	SHANNON, THOMAS A.
SOURCE	AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, WASHINGTON, D.C.
NOTE	22 P.
PUB DATE	75

ABSTRACT

THIS BOOKLET DISCUSSES THE LEGAL LIMITATIONS AND RESTRICTIONS GOVERNING CONTRACTS BETWEEN SCHOOL ADMINISTRATORS AND THEIR EMPLOYEES AND OFFERS A TEN-ITEM BILL OF RIGHTS DESIGNED TO ENSURE A FAIR MEASURE OF JOB SECURITY FOR ADMINISTRATORS. AFTER NOTING THAT AN ADMINISTRATOR HAS NO LEGAL RECOURSE WHEN HIS EMPLOYMENT CONTRACT IS NOT RENEWED, THE AUTHOR EXAMINES THREE POSSIBLE RESPONSES TO AN ATTEMPT TO DEMOTE OR DISMISS AN ADMINISTRATOR WHO IS STILL UNDER CONTRACT. THE AUTHOR ARGUES THAT THE GROUNDS FOR NONRENEWAL, DISMISSAL, OR DEMOTION OF SCHOOL ADMINISTRATORS SHOULD BE CLEARLY ARTICULATED AND RECOMMENDS ADOPTION OF HIS ADMINISTRATOR'S BILL OF RIGHTS AT ALL LEVELS OF THE EDUCATION PROFESSION. (JG)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
CONTRACTS
EMPLOYER EMPLOYEE RELATIONSHIP
JOB TENURE
PERSONNEL POLICY
BOARD ADMINISTRATOR RELATIONSHIP
ELEMENTARY SECONDARY EDUCATION
EMPLOYMENT
LEGAL RESPONSIBILITY
SCHOOL ADMINISTRATION

AVAILABILITY: AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, 1801 NORTH MOORE STREET, ARLINGTON, VIRGINIA 22209 (STOCK NO. 021-00442, $1.50, QUANTITY DISCOUNTS)

EDRS PRICE MF-$0.76 PLUS POSTAGE. HC NOT AVAILBALE FROM EDRS.

G 7.0 PERSONNEL

REPORT NUMBER ED099644

TITLE STAFFING POLICIES AND STRATEGIES; AMERICAN SOCIETY FOR PERSONNEL ADMINISTRATION HANDBOOK OF PERSONNEL AND INDUSTRIAL RELATIONS, VOLUME 1.

AUTHOR(S) YODER, DALE, ED.; HENEMAN, HERBERT G., JR., ED.

SOURCE AMERICAN SOCIETY FOR PERSONNEL ADMINISTRATION, BEREA, OHIO.

NOTE 297 P.

PUB DATE 74

ABSTRACT

AIMED AT PROVIDING A BROADER UNDERSTANDING AND APPRECIATION OF THE MISSION AND CONTRIBUTIONS OF PERSONNEL MANAGEMENT, THE FIRST VOLUME OF THE SEVEN VOLUME HANDBOOK IS AUTHORED BY EXPERTS FROM INDUSTRY, THE PUBLIC SERVICE, AND THE ACADEMIC COMMUNITY. IT IS INTENDED FOR BOTH PRACTITIONERS AND STUDENTS PREPARING FOR CAREERS IN PERSONNEL AND INDUSTRIAL RELATIONS. THE INITIAL CHAPTER, BY LEWIS E. ALBRIGHT, OF KAISER ALUMINUM AND CHEMICAL CORPORATION, DISCUSSES BASIC PLANNING CONSIDERATIONS UNDER THE HEADING OF STAFFING POLICIES AND STRATEGIES. THIS IS FOLLOWED BY A CHAPTER ENTITLED JOB INFORMATION: ITS DEVELOPMENT AND APPLICATIONS, BY ERENST J. MCCORMICK, OF PRUDUE UNIVERSITY. PAUL WERNIMONT, OF 3M CO., THEN TAKES UP RECRUITMENT POLICIES AND PRACTICES, FOLLOWED BY A CHAPTER ON SELECTION, INTERVIEWING, AND TESTING, BY C. HAROLD STONE AND FLOYD RUCH. APPRAISALS OF 'PEOPLE' RESOURCES IS THE TITLE OF THE CHAPTER BY THOMAS J. BAYLIE, CARL J. KUJAWSKI, AND DREW M. YOUNG, OF ATLANTIC RICHFIELD. THE CHAPTER ON INTERNAL PERSONNEL MAINTENANCE, DEALING WITH PERSONNEL TRANSACTIONS AFTER HIRING, IS AUTHORED BY RICHARD CONNER, OF CONTROL DATA CORPORATION, AND ROBERT FJERSTAD, OF NORTHERN STATES POWER COMPANY. THE FINAL CHAPTER IS ENTITLED EQUAL EMPLOYMENT OPPORTUNITIES, BY HOWARD C. LOCKWOOD, OF LOCKHEED AIRCRAFT CORPORATION. (MW)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
BUSINESS ADMINISTRATION
EMPLOYMENT INTERVIEWS
EQUAL OPPORTUNITIES (JOBS)
HUMAN RESOURCES
INDUSTRIAL RELATIONS
MANAGEMENT DEVELOPMENT
MANAGEMENT EDUCATION
MANAGEMENT SYSTEMS
OCCUPATIONAL INFORMATION
PERSONNEL EVALUATION
PERSONNEL MANAGEMENT
PERSONNEL POLICY
PERSONNEL SELECTION
RECRUITMENT
STAFF UTILIZATION

AVAILABILITY: BUREAU OF NATIONAL AFFAIRS, 1231 25TH STREET, N.W., WASHINGTON, D.C. 20037 ($5.00; MULTIPLE-COPY DISCOUNTS AVAILABLE)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

G 7.0 PERSONNEL

REPORT NUMBER EJ101810

TITLE TEACHER AND ADMINISTRATOR PERCEPTIONS OF THE ORGANIZATIONAL CLIMATE OF THEIR SCHOOL SYSTEMS

AUTHOR(S) CURCIO, RONALD P.

PUB DATE SPR 74

ABSTRACT
THIS ARTICLE DESCRIBES A STUDY THAT ANALYZES ELEMENTARY AND SECONDARY TEACHERS' AND ADMINISTRATORS' PERCEPTIONS OF THE ORGANIZATIONAL CLIMATE OF THEIR SCHOOL SYSTEMS. (PD)

DESCRIPTORS
SCHOOL ADMINISTRATION
PERCEPTION
TEACHERS
ELEMENTARY GRADES
URBAN EDUCATION
SCHOOL ORGANIZATION
ADMINISTRATIVE PERSONNEL
QUESTIONNAIRES
SECONDARY GRADES
RURAL EDUCATION

CITATION CONTEMPORARY EDUCATION; 45; 3; 222-8

G 7.0 PERSONNEL

REPORT NUMBER EJ002203

TITLE STAFF INVOLVEMENT AND STRUCTURAL CHANGE

AUTHOR(S) GROSS, ROBERT; WATT, ROBERT

PUB DATE 69 MAR

DESCRIPTORS
ADMINISTRAOTOR RESPONSIBILITY
EDUCATIONAL CHANGE
INSTRUCTIONAL STAFF
PRINCIPALS
SCHOOL SCHEDULES
STAFF ROLE
CURRICULUM DEVELOPMENT
EDUCATIONAL PLANNING
LEADERSHIP
SCHEDULE MODULES
SECONDARY SCHOOLS
STAFF UTILIZATION

CITATION J SECONDARY EDUC; 44; 3; 112-115

G 7.0 PERSONNEL

REPORT NUMBER ED101699

TITLE FUNCTIONAL TASK ANALYSIS. A TRAINING MODULE. SCHOOL PERSONNEL UTILIZATION.

AUTHOR(S) DEBLOOIS, MICHAEL; MELTON, RAYMOND G.

SOURCE FLORIDA STATE DEPT. OF EDUCATION, TALLAHASSEE.

NOTE 64 P.; FOR RELATED DOCUMENTS SEE IR 001 548-552

PUB DATE 74

ABSTRACT

THE SCHOOL PERSONNEL UTILIZATION PROJECT DEVELOPED A SERIES OF MODULES AT ASSIST SCHOOL PERSONNEL IN BUILDING THE NECESSARY SKILLS FOR THE DEVELOPMENT OF ORGANIZATIONAL CHANGE STRATEGIES AND COLLABOARTIVE, COLLEGIAL EDUCATIONAL PROBLEM SOLVING CAPABILITIES. THIS SPECIFIC MODULE ON FUNCTIONAL TASK ANALYSIS WILL ASSIST THE USER IN MONITORING AND MAINTAINING A COMPREHENSIVE FUNCTIONAL JOB DESCRIPTION FOR EACH POSITION WITHIN AN EDUCATIONAL INSTITUTION OR ORGANIZATION. INCLUDED IS A SEVEN STEP PROCEDURE WHICH BEGINS WITH A FRAMEWORK FOR STATING THE OVERALL PURPOSE (LONG TERM GOALS) OF THE EDUCATIONAL AGENCY AND CONCLUDES WITH A DETERMINATION OF THE APPROPRIATE SKILLS AND TRAINING NEEDED FOR THE ACCOMPLISHMENT OF THE TASK. AN EXAMPLE OF THE PROCEDURE AS IT MIGHT BE APPLIED TO A SECONDARY SCHOOL INSTRUCTION PROGRAM IS PROVIDED. (AUTHOR/DGC)

DESCRIPTORS
ADMINISTRATIVE PERSONNEL
INSERVICE TEACHER EDUCATION
MANUALS
ORGANIZATIONAL CHANGE
PERSONNEL NEEDS
PERSONNEL SELECTION
SKILL ANALYSIS
TASK ANALYSIS
TRAINING
DIFFERENTIATED STAFFS
JOB SKILLS
OCCUPATIONAL INFORMATION
ORGANIZATIONAL DEVELOPMENT
PERSONNEL POLICY
SCHOOL PERSONNEL
STAFF UTILIZATION
TEACHERS

IDENTIFIERS
NATIONAL CLUSTER COORDINATION CENT
TRAINING MODULES
SCHOOL PERSONNEL UTILIZATION PROJECT

AVAILABILITY: PLANNING AND COORDINATION OFFICE, FLORIDA STATE DEPARTMENT OF EDUCATION, TALLAHASSEE, FLORIDA 32304 (CASSETTE TAPES ONLY)

EDRS PRICE MF-$0.76 HC-$3.32 PLUS POSTAGE

G 7.0 PERSONNEL

REPORT NUMBER ED020066

TITLE PROFESSIONAL PERSONNEL TO SERVE THE EDUCATIONAL NEEDS OF RURAL AND SMALL COMMUNITIES, A PROPOSED GUIDE TO STATE ACTIVITY.

SOURCE NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D.C. DEPT. OF RURAL EDUCATION.

NOTE 9 P.

ABSTRACT

A GROWING NEED DICTATES THAT STATES MUST IDENTIFY AND MEET THE VARIOUS REQUIREMENTS FOR PROFESSIONAL PERSONNEL IN RURLA AND SMALL SCHOOLS. IN COOPERATION WITH VARIOUS PROFESSIONAL GROUPS, THE STATE SHOULD--(1) DETERMINE HOW MANY ADDITIONAL PROFESSIONAL STAFF MEMBERS WOULD BE NEEDED OVER THE NEXT 5 YEARS TO PROVIDE AN EDUCATIONAL PROGRAM ADEQUATE TO MEET EMERGING NEEDS, (2) DETERMINE THE EXTENT TO WHICH EFFECTIVELY PREPARED PERSONNEL CAN BECOME AVAILABLE, (3) DETERMINE THE EXTENT TO WHICH NEW PERSONNEL RESOURCES NEED TO BE SOUGHT OR DEVELOPED, (4) IDENTIFY UNTAPPED RESOURCES THAT MIGHT BE DEVELOPED, (5) DETERMINE CRITICAL AREAS IN WHICH STAFFING NEEDS MUST BE MET, (6) DETERMINE THE PRIORITY IN WHICH THESE NEEDS MUST BE MET, (7) SUMMARIZE THE GENERAL PLAN OF ACTION, AND (8) IDENTIFY AND ENCOURAGE THE TYPES OF HELP OUTSIDE AGENCIES (UNIVERSITIES, PROFESSIONAL ORGANIZATIONS, ETC.) MIGHT BE ABLE TO OFFER. AN APPENDIX INDICATES SPECIFIC AGENCIES OR ORGANIZATIONS THAT MIGHT BE INVOLVED IN SUCH A PLAN OF ACTION. (DK)

DESCRIPTORS
ADMINISTRATOR QUALIFICATIONS
GUIDELINES
PROFESSIONAL PERSONNEL
SCHOOL PERSONNEL
STAFF UTILIZATION
STATE STANDARDS
SUPERVISORY TRAINING
TEACHER IMPROVEMENT
TEACHER SUPPLY AND DEMAND
CONSULTANTS
PERSONNEL NEEDS
RURAL SCHOOLS
SMALL SCHOOLS
STATE ACTION
SUPERVISORS
TEACHER DISTRIBUTION
TEACHER RECRUITMENT

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

GAAA 7.10 EQUAL OPPORTUNITY EMPLOYMENT

REPORT NUMBER ED114937

TITLE DISCRIMINATION AGAINST WOMEN IN EDUCATIONAL ADMINISTRATION.

AUTHOR(S) MUHICH, DOLORES

NOTE 56 P.; PAPER PRESENTED AT THE MEETING OF THE NATIONAL ASSOCIATION OF WOMEN DEANS, ADMINISTRATORS, AND COUNSELORS (CHICAGO, ILLINOIS, APRIL 1974)

PUB DATE DEC 73

ABSTRACT

THIS REVIEW FOCUSES ON WOMEN IN EDUCATIONAL ADMINISTRATION AS COMPARED WITH MEN IN THE SAME FIELD. THE AUTHOR RECOGNIZES SEX DISCRIMINATION AS A HISTORICAL FACT AND BEGINS BY DISCUSSING SOME OF THE CURRENT PSYCHOLOGICAL EFFECTS OF CULTURAL CONDITIONING. SHE THEN EXAMINES THE ROLE OF THE COUNSELOR DEALING WITH HIGH SCHOOL SENIORS WHO EXPRESS AN INTEREST IN EXECUTIVE AND ORGANIZATIONAL ACTIVITIES. FINALLY, SHE TURNS TO THE PROBLEMS WOMEN HAVE ENCOUNTERED IN SEEKING ADMISSION TO COLLEGE, IN OBTAINING FINANCIAL AID, AND, AFTER EARNING ONE OR MORE ADVANCED DEGREES, IN CONFRONTING EMPLOYMENT CONDITIONS RELATING TO RECRUITMENT, PROMOTIONS, SALARY INCREASES, AND TENURE. EXTENSIVE RECOMMENDATIONS AND DOCUMENTATION ARE INCLUDED. (AUTHOR/IRT)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
COUNSELOR ROLE
EMPLOYMENT PRACTICES
EQUAL OPPORTUNITIES (JOBS)
PROFESSIONAL ASSOCIATIONS
SELECTION
SEX STEREOTYPES
WORKING WOMEN
COLLEGE ADMISSION
ELEMENTARY SECONDARY EDUCATION
EMPLOYMENT QUALIFICATIONS
HIGHER EDUCATION
RECRUITMENT
SEX DISCRIMINATION
TENURE

EDRS PRICE MF-$0.76 HC-$3.32 PLUS POSTAGE

GAAA 7.10 EQUAL OPPORTUNITY EMPLOYMENT

REPORT NUMBER ED122418

TITLE WOMEN IN SCHOOL ADMINISTRATION AND SUPERVISION: A NEW LEADERSHIP DIMENSION.

AUTHOR(S) YOUNG, CLAUDIA K.

NOTE 26 P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS (60TH, WASHINGTON, D.C., FEBRUARY 13-18, 1976); APPENDICES MAY REPRODUCE POORLY

PUB DATE FEB 76

ABSTRACT

THIS PAPER EXAMINES THE ROLE OF WOMEN IN EDUCATIONAL ADMINISTRATION TODAY AND DEBUNKS SEVERAL POPULAR MYTHS THAT ATTEMPT TO JUSTIFY THE UNDERREPRESENTATION OF WOMEN IN ADMINISTRATIVE POSITIONS. STATISTICS FROM A NUMBER OF STUDIES ARE CITED AS EVIDENCE THAT THE LACK OF FEMALE ADMINISTRATORS IS NOT DUE TO A SHORTAGE OF QUALIFIED AND COMMITTED CANDIDATES. THE AUTHOR CONCLUDES THAT CURRENT EDUCATIONAL ADMINISTRATORS SHOULD SUPPORT, STIMULATE, AND ENCOURGAE QUALIFIED WOMEN TO PURSUE ADMINISTRATIVE CAREERS, AND SHE OFFERS A LIST OF SUGGESTED GUIDELINES FOR THE ADOPTION OF NONDISCRIMINATORY POLICIES AT THE LOCAL, STATE, AND NATIONAL LEVELS OF ELEMENTARY AND SECONDARY EDUCATION, AND IN HIGHER EDUCATION. A BIBLIOGRAPHY OF APPROXIMATELY 70 RELEVANT PUBLICATIONS IS INCLUDED, AND THE APPENDIX CONTAINS A NUMBER OF STATISTICAL TABLES THAT DOCUMENT THE LACK OF WOMEN HOLDING ADMINISTRATIVE POSITIONS IN ELEMENTARY AND SECONDARY EDUCATION. (JG)

DESCRIPTORS
ADMINISTRATIVE PERSONNEL
BIBLIOGRAPHIES
EDUCATIONAL ADMINISTRATION
ELEMENTARY SECONDARY EDUCATION
GUIDELINES
PERSONNEL POLICY
SEX DISCRIMINATION
STATISTICAL DATA
TABLES (DATA)
WORKING WOMEN

EDRS PRICE MF-$0.83 HC-$2.06 PLUS POSTAGE

GAC 7.101 INVOLVEMENT IN DECISION MAKING also, KCB 11.302

REPORT NUMBER ED066818

TITLE THE DECENTRALIZED ADMINISTRATIVE CONCEPT. A REPORT TO THE BOARD OF TRUSTEES.

AUTHOR(S) YOUNGERMAN, STEPHENSON S., JR.

SOURCE BOISE CITY INDEPENDENT SCHOOL DISTRICT, IDAHO.

NOTE 30 P.

PUB DATE 3 JAN 72

ABSTRACT

THIS REPORT PRESENTS A MODEL FOR PARTICIPATION BY THE COMMUNITY, TEACHERS, AND ADMINISTRATORS IN THE DECISIONMAKING PROCESS. THE REPORT TELLS HOW THE BOISE, IDAHO, SCHOOL DISTRICT USED A SYSTEMS APPROACH TO SET UP A DECENTRALIZED DECISIONMAKING SYSTEM. THE DUTIES OF VARIOUS PERSONS IN THE SYSTEM (WITH EMPHASIS ON THE IMPORTANCE OF THE ROLE OF THE PRINCIPAL AND HIS STAFF) ARE OUTLINED. AN APPENDIX CONTAINS A MASTER PLANNING MODEL AND A DESIGN OF THE MAPLE GROVE ELEMENTARY SCHOOL PLANNING SYSTEM. (JF)

DESCRIPTORS

ADMINISTRATIVE ORGANIZATION
BOARDS OF EDUCATION
COOPERATIVE PLANNING
DECISION MAKING
PRINCIPALS
TEACHER PARTICIPATION
ADMINISTRATOR ROLE
COMMUNITY INVOLVEMENT
DECENTRALIZATION
POLICY FORMATION
SYSTEMS APPROACH

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

GAC 7.101 INVOLVEMENT IN DECISION MAKING also, G 7.0 and H 8.0

REPORT NUMBER ED120936

TITLE FACTORS LEADING TO IMPASSE IN TEACHER-SCHOOL BOARD COLLECTIVE BARGAINING.

AUTHOR(S) O'CONNELL, JAMES F.; HELLER, ROBERT W.

NOTE 24 P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (SAN FRANCISCO, CALIFORNIA, APRIL 19-23, 1976)

PUB DATE 23 APR 76

ABSTRACT

THIS STUDY FOCUSED ON THE FACTORS IN NEGOTIATIONS THAT CAUSE IMPASSE. THE MAJOR HYPOTHESIS, 'THERE IS A SIGNIFICANT DIFFERENCE IN THE PERCEPTIONS OF SCHOOL BOARD MEMBERS AND TEACHER EXECUTIVE LEADERSHIP REGARDING IMPASSE FACTORS,' WAS UPHELD. DATA WERE COLLECTED FROM BOARD MEMBERS, ADMINISTRATORS, TEACHER ASSOCIATION OFFICIALS, AND NEGOTIATORS FROM 19 RANDOMLY SELECTED SCHOOL DISTRICTS IN SIX WESTERN NEW YORK STATE COUNTIES AND CORRELATED USING A PEARSON PRODUCT MOMENT CORRELATION. THE FACTORS WERE THEN ROTATED ORTHOGONALLY. THE VARIMAX ROTATED FACTORS YIELDED A TOTAL OF 15 TEACHER-SCHOOL BOARD FACTORS ALL STATISTICALLY SIGNIFICANTLY DIFFERENT BETWEEN TEACHERS AND BOARDS. THE POLARIZATION BETWEEN TEACHERS AND BOARDS. (AUTHOR)

DESCRIPTORS

BOARDS OF EDUCATION
DECISION MAKING
ELEMENTARY SECONDARY EDUCATION
FACTOR ANALYSIS
INDUSTRIAL RELATIONS
NEGOTIATION IMPASSES
SCHOOL SUPERINTENDENTS
TEACHERS
COLLECTIVE BARGAINING
EDUCATIONAL ACCOUNTABILITY
EMPLOYER EMPLOYEE RELATIONSHIP
FRINGE BENEFITS
MERIT PAY
POLICY FORMATION
TEACHER ASSOCIATIONS
TENURE

EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE

GAC 7.101 INVOLVEMENT IN DECISION MAKING

REPORT NUMBER EJ059722

TITLE THE SECONDARY SCHOOL ADMINISTRATOR AND PERCEIVED TEACHER PARTICIPATION IN THE DECISION-MAKING PROCESS.

AUTHOR(S) AMBROSIE, FRANK; HELLER, ROBERT W.

PUB DATE SUM 72

ABSTRACT

THIRTY-EIGHT HIGH SCHOOL PRINCIPALS AND 237 MEMBERS OF THEIR TEACHING STAFFS FROM AN EIGHT COUNTY AREA IN NEW YORK PARTICIPATED IN A STUDY WHICH EXAMINED PERSONALITY CHARACTERISTICS OF THE PRINCIPAL AND TEACHER PARTICIPATION IN THE DECISION-MAKING PROCESS. (AUTHORS)

DESCRIPTORS

ADMINISTRATOR CHARACTERISTICS
LEADERSHIP STYLES
POLICY FORMATION
SCHOOL ORGANIZATION
TEACHER ATTITUDES
DECISION MAKING
PERSONALITY ASSESSMENT
PRINCIPALS
SECONDARY SCHOOLS
TEACHER PARTICIPATION

CITATION JOURNAL OF EXPERIMENTAL EDUCATION; 40; 4; 6-13

GAC 7.101 INVOLVEMENT IN DECISION MAKING

REPORT NUMBER	EJ010098
TITLE	DECISION-MAKING PROCESS IN A REVOLUTION
AUTHOR(S)	MCNASSOR, DONALD
PUB DATE	69 OCT

DESCRIPTORS
- DECISION MAKING
  - EDUCATIONAL PLANNING
  - SCHOOL RESPONSIBILITY
  - SOCIAL VALUES
  - STUDENT PARTICIPATION
- EDUCATIONAL CHANGE
- POLICY FORMATION
- SOCIAL RESPONSIBILITY
- STUDENT ALIENATION

CITATION J SECONDARY EDUC; 44; 6; 265-270

GAC 7.101 INVOLVEMENT IN DECISION MAKING

REPORT NUMBER	EJ008571
TITLE	EDUCATIONAL DECISION MAKING
AUTHOR(S)	PHARIS, WILLIAM L., JR.; AND OTHERS
PUB DATE	69 OCT

DESCRIPTORS
- BOARDS OF EDUCATION
  - DECISION MAKING
  - EDUCATIONAL POLICY
  - GOVERNMENT ROLE
  - STATE GOVERNMENT
- CITY GOVERNMENT
- EDUCATIONAL PLANNING
- FEDERAL GOVERNMENT
- POLICY FORMATION

CITATION TODAYS EDUC; 58; 7; 52-54

GAB 7.102 BUDGET PLANNING INVOLVEMENT

REPORT NUMBER ED084670

TITLE THE BUDGET. INTRODUCTION TO FINANCIAL MANAGEMENT.

AUTHOR(S) STRONG, DEXTER K.

SOURCE NATIONAL ASSOCIATION OF INDEPENDENT SCHOOLS, BOSTON, MASS.

NOTE 30 P.; A RELATED DOCUMENT IS EA 005 650

PUB DATE 71

ABSTRACT

A SCHOOL BUDGET IS A CAREFULLY DRAWN PLAN TO ALLOW FOR THE EFFICIENT EDUCATIONAL OPERATION OF THE SCHOOL. EVERYONE CONNECTED WITH THE MANAGEMENT OF AN INDEPENDENT SCHOOL HAS SOMETHING TO LEARN ABOUT A BUDGET, THE MOST OBVIOUS PERSON BEING THE NEW HEADMASTER. SIMILARLY, ALL DEPARTMENT HEADS, THE LIBRARIAN, THE ATHLETIC DIRECTOR, THE MEMBERS OF THE FACULTY-SALARY COMMITTEE, A BEGINNING TEACHER FULL OF ENTHUSIASM ABOUT A NEW FILM PROGRAM, PERHAPS A STUDENT LEADER CONCERNED ABOUT GETTING THINGS DONE AND TRYING TO LEARN HOW THINGS GET DONE. IN SHORT, ANYONE NEEDING SCHOOL MANEY FOR SCHOOL PURPOSES OR RESPONSIBLE FOR ITS EXPENDITURE CAN DO HIS EDUCATIONAL JOB BETTER IF HE UNDERSTANDS THE WORKINGS OF THE SCHOOL'S BUDGET. THIS BOOKLET IS PLANNED WITH ALL OF THESE PERSONS IN MIND. DISCUSSED ARE TIMING; THE ROLES OF STAFF, FACULTY, AND TRUSTEES IN PREPARING THE BUDGET: THE EFFECT OF FACULTY SALARIES ON THE BUDGET; THE PRELIMINARY BUDGET; AND BUDGET CONTROL. A SAMPLE BUDGET WORKSHEET IS ALSO PROVIDED. (AUTHOR/JF)

DESCRIPTORS

ADMINISTRATOR ROLE
BUDGETS
PRIVATE SCHOOLS
TEACHER SALARIES
BUDGETING
EDUCATIONAL FINANCE
STAFF ROLE

AVAILABILITY: NATIONAL ASSOCIATION OF INDEPENDENT SCHOOLS, 4 LIBERTY SQUARE, BOSTON, MASSACHUSETTS 02109 ($1.25)

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

GAE 7.201 GRIEVANCE PROCEDURES, COMPLAINTS, APPEALS, EXCEPTIONS also, JCE 10.411

REPORT NUMBER ED027640

TITLE 'ESSENTIAL INGREDIENTS OF A MODERN GRIEVANCE PROCEDURE.'

AUTHOR(S) DUBEL, ROBERT Y.

NOTE 9 P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMER. ASSN. OF SCHOOL ADMIN. (101ST, ATLANTIC CITY, N.J., FEB. 17, 1969)

PUB DATE 17 FEB 69

ABSTRACT

A GRIEVANCE PROCEDURE SHOULD BE VIEWED MORE COMPREHENSIVELY THAN MOST EXPERTS VIEW IT. IT IS A VEHICLE WHICH PERMITS AN EMPLOYER TO SEEK REDRESS FROM A POSSIBLE MISAPPLICATION, MISINTERPRETATION, OR ALLEGED VIOLATION OF STATE LAWS, THE POLICIES OF A BOARD OF EDUCATION, OR THE ADMINISTRATIVE RULES AND REGULATIONS DESIGNED TO IMPLEMENT SUCH POLICIES. A GRIEVANCE PROCEDURE SHOULD INCLUDE THE FOLLOWING INGREDIENTS: (1) A STATEMENT THAT IT WILL BE ADMINISTERED FAIRLY AND USED ONLY WHEN OTHER MEANS FAIL; (2) A STATEMENT THAT ITS PURPOSE IS TO MINIMIZE MISUNDERSTANDINGS AND PROMOTE POSITIVE STAFF MORALE;(3) CLARITY OF ALL RELEVANT DEFINITIONS; (4) INCLUSION OF AT LEAST FOUR LEVELS OF GRIEVANCE PROCEDURES--PRINCIPAL, ASSISTANT SUPERINTENDENT, SUPERINTENDENT OR HIS DESIGNATED REPRESENTATIVE, AND BOARD OF EDUCATION; (5) A STIPULATION THAT DURING THE APPEAL PROCESS THE GRIEVANT MUST CONFORM TO THE DIRECTIVE OR ACTION OF HIS ADMINISTRATIVE SUPERVISOR WHICH CAUSED THE GRIEVANCE, AND (6) A STATEMENT THAT THE GRIEVENT MAY BE ACCOMPANIED BY COUNSEL. THE PROCEDURE SHOULD NOT REQUIRE THAT THE GRIEVANT'S COMPLAINT FIRST BE PROCESSED BY A COMMITTEE ON PROFESSIONAL RIGHTS AND RESPONSIBILITIES NAMED BY THE LOCAL EDUCATION ASSOCIATION. IF ARBITRATION BECOMES NECESSARY, THE COST SHOULD BE BORNE EQUALLY BY EMPLOYER AND EMPLOYEE. (HW)

DESCRIPTORS

ADMINISTRATOR RESPONSIBILITY
BOARDS OF EDUCATION
PRINCIPALS
SCHOOL SUPERINTENDENTS
ARBITRATION
GRIEVANCE PROCEDURES
PUBLIC SCHOOL TEACHERS
TEACHER ADMINISTRATOR RELATIONSHIP

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

GAE 7.201 GRIEVANCE PROCEDURES, COMPLAINTS, APPEALS, EXCEPTIONS also, HAB 8.20 and JCE 10.411

REPORT NUMBER ED109752

TITLE GRIEVANCE PROCEDURE: SUGGESTED PERSONNEL POLICY GUIDELINES FOR SCHOOL DISTRICTS.

SOURCE OREGON STATE BOARD OF EDUCATION, SALEM.

NOTE 13 P.

PUB DATE 74

ABSTRACT

THIS PUBLICATION IS INTENDED TO PROVIDE SCHOOL DISTRICTS WITH A BASE FROM WHICH THEY CAN DEVELOP THEIR OWN WRITTEN POLICIES ON GRIEVANCE PROCEDURES. THE GUIDELINES CONSOLIDATE VARIOUS IDEAS CONTAINED IN THE GRIEVANCE POLICIES OF SCHOOL DISTRICTS THROUGHOUT OREGON AND THE UNITED STATES. MUCH OF THE BOOKLET CONSISTS OF A MODEL GRIEVANCE POLICY FOR A SCHOOL DISTRICT. THE MODEL INCLUDES A DETAILED DESCRIPTION OF GRIEVANCE PROCEDURES AND A CORRESPONDING FLOW CHART ILLUSTRATING THE PROGRESSION OF A COMPLAINT THROUGH THE VARIOUS LEVELS OF THE GRIEVANCE PROCEDURE. (JG)

DESCRIPTORS

ADMINISTRATIVE POLICY
BOARD OF EDUCATION POLICY
DEFINITIONS
GRIEVANCE PROCEDURES
PERSONNEL POLICY
ADMINISTRATOR GUIDES
CONFLICT RESOLUTION
ELEMENTARY SECONDARY EDUCATION
MODELS
TEACHER ADMINISTRATOR RELATIONSHIP

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

GAE 7.201 GRIEVANCE PROCEDURES, COMPLAINTS, APPEALS, EXCEPTIONS also, GBL 7.614

REPORT NUMBER EJ044077

TITLE WILL TENURE DECISIONS BE SUBJECT TO GRIEVANCE PROCEDURES?

AUTHOR(S) LIEBERMAN, MYRON

PUB DATE SEP 71

DESCRIPTORS

ADMINISTRATION
JOB TENURE
TEACHER ASSOCIATIONS
GRIEVANCE PROCEDURES
PROBATIONARY PERIOD
TEACHER EMPLOYMENT

CITATION SCHOOL MANAGEMENT; 15; 9; 8-9

REPORT NUMBER ED011411

TITLE THE LOCAL EDUCATION ASSOCIATION AND GRIEVANCE ADJUSTMENT.

AUTHOR(S) GISRIEL, CORNELIUS E.; AND OTHERS

SOURCE NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D.C.

PUB DATE 67

ABSTRACT

A GRIEVANCE IS A CHARGE THAT A POLICY AFFECTING WORKING CONDITIONS IS INADEQUATE OR HAS BEEN VIOLATED. TEACHER GRIEVANCE COMPLAINTS ARE PRIMARILY CONCERNED WITH TEACHING LOAD, CLASS SIZE, PROMOTION, FACILITIES, SALARIES, AND TEACHER EVALUATION. GRIEVANCES USUALLY OCCUR IN A STRATIFIED EMPLOYMENT SETTING AND RESULT FROM POOR FORMULATION OR ADMINISTRATION OF POLICY, LACK OF APPRECIATION FOR TEACHER EMOTIONAL REACTIONS, OR FAILURE TO PROVIDE CHANNELS OF COMMUNICATION BETWEEN THE SCHOOL BOARD AND THE ASSOCIATION. THE PURPOSE OF A GRIEVANCE PROCEDURE IS TO RESOLVE THE PROBLEM TO THE GREATEST SATISFACTION OF ALL PARTIES CONCERNED BY ENCOURAGING TEACHER EXPRESSION, IMPROVING TEACHER UNDERSTANDING OF RELEVANT POLICIES, AND APPRAISING POLICY EFFECTIVENESS. NINE CRITERIA FOR A WRITTEN GRIEVANCE PROCEDURE ARE GIVEN, AND GRIEVANCE PROCEDURE FUNCTIONS OF THE LOCAL ASSOCIATION ARE LISTED. SUGGESTED PREREQUISITES TO MEANINGFUL ARBITRATION INCLUDE A NEUTRAL ARBITRATOR, EQUAL SHARING OF ARBITRATION COSTS BY DISPUTANTS, AND A BINDING CLAUSE REQUIRING DISPUTANTS TO ACCEPT THE ARBITRATOR'S RESOLUTION PROPOSALS. THIS DOCUMENT IS AVAILABLE FROM THE NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (JK)

DESCRIPTORS

BOARDS OF EDUCATION
PERSONNEL POLICY
SECURITY
TEACHERS
GRIEVANCE PROCEDURES
SCHOOL SYSTEMS
TEACHER ASSOCIATIONS

IDENTIFIERS

DISTRICT OF COLUMBIA

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

GAHB 7.203 POLITICAL ACTIVITY

REPORT NUMBER ED033087

TITLE ANALYSIS AND INTERPRETATION OF RESEARCH FOR SCHOOL BOARD MEMBERS. FINAL REPORT.

AUTHOR(S) STOLLAR, DEWEY H.; AND OTHERS

SOURCE TENNESSEE UNIV., KNOXVILLE. DEPT. OF EDUCATIONAL ADMINISTRATION AND SUPERVISION.

NOTE 305 P.

PUB DATE 12 MAY 69

ABSTRACT

THIS DOCUMENT CONTAINS REPORTS OF RESEARCH FINDINGS CONSIDERED OF SPECIAL RELEVANCE FOR SCHOOL BOARD MEMBERS. THE INTRODUCTION SUMMARIZES THE PROJECT WHICH INVOLVED SELECTING, ABSTRACTING, ANALYZING, AND INTERPRETING RESEARCH ON 27 TOPICS. EACH OF THE 27 RESUMES (WRITTEN IN 'LAYMAN'S LANGUAGE') INCLUDES QUESTIONS, REVIEW OF STUDIES, IMPLICATIONS, AND REFERENCES. TITLES ARE CAUSES OF TEACHER MILITANCY; COMMUNITY SUPPORT FOR EDUCATION: ELECTIONS INVOLVING SCHOOL ISSUES; ISSUES AND SETTLEMENTS IN TEACHER STRIKES; DECISIVE FACTORS IN POTENTIAL STRIKE SITUATIONS; EVALUATION OF SCHOOL PUBLIC RELATIONS PROGARMS; APPROACHES TO SCHOOL-COMMUNITY RELATIONS; PUBLIC OPINION OF THE SCHOOLS; TRENDS IN TEACHER STRIKE ACTIVITY; TEACHER TURNOVER: WHY TEACHERS LEAVE THEIR JOBS; PUBLIC EXPECTATIONS OF BOARDS OF EDUCATION; MASS MEDIA IN SCHOOL-COMMUNITY RELATIONS; TEACHER INTERVIEW AND SELECTION TECHNIQUES; JOINT ENDEAVORS OF THE COMMUNITY AND SCHOOL; DECISION-MAKING AND BUDGETS; COMMUNICATING WITH THE PUBLIC; RECRUITMENT SOURCES: WHERE TO FIND NEW TEACHERS; DECISION-MAKING AND SYSTEMS ANALYSIS: TECHNIQUES FOR RECRUITING TEACHERS: TEACHER EVALUATION METHODS; TEACHER SELECTION PRACTICES: SUMMARY OF A CONFERENCE; LETTERS OR RECOMMENDATION IN TEACHER SELECTION; SCHOOL AND COMMUNITY CONFLICT; POWER STRUCTURE RELATION TO SCHOOL BOARDS; THE IMPACT OF COLLECTIVE NEGOTIATIONS UPON THE SCHOOLS; DECISION-MAKING BY GROUPS AND INDIVIDUALS; ADOPTION OF EDUCATIONAL INNOVATIONS; SCHOOL BOARD PARTICIPATION IN ADMINISTRATOR SELECTION. APPENDIXES INCLUDE THE ADVISORY COMMITTEE REPORTS AND 60 RESEARCH ABSTRACTS. (JS)

DESCRIPTORS

ADMINISTRATOR SELECTION
BOARD OF EDUCATION ROLE
DECISION MAKING
POLICY FORMATION
SCHOOL COMMUNITY COOPERATION
SCHOOL PERSONNEL
TEACHER EVALUATION
TEACHER RECRUITMENT
TEACHER STRIKES
BOARD OF EDUCATION POLICY
COLLECTIVE NEGOTIATION
PERSONNEL POLICY
SCHOOL ADMINISTRATION
SCHOOL COMMUNITY RELATIONSHIP
SCHOOL POLICY
TEACHER MILITANCY
TEACHER SELECTION

EDRS PRICE MF-$0.75 HC-$15.00 PLUS POSTAGE

GAH 7.204 STAFF-COMMUNITY RELATIONS

REPORT NUMBER	ED101446
TITLE	BASIC BOARDSMANSHIP. WHAT EVERY SCHOOL BOARD MEMBER SHOULD KNOW SERIES, NO. 3.
AUTHOR(S)	ANDERSON, B. ROBERT
SOURCE	NEW JERSEY SCHOOL BOARDS ASSOCIATION, TRENTON.
NOTE	76 P.
PUB DATE	74

ABSTRACT

THIS BOOKLET IS INTENDED TO PROVIDE NEW SCHOOL BOARD MEMBERS WITH THE BACKGROUND AND BASIC INFORMATION THEY NEED TO PERFORM THEIR TASKS SUCCESSFULLY. IT ATTEMPTS TO CONVEY A BROAD UNDERSTANDING OF THE BOARD MEMBER'S ROLE, INCLUDING ITS SCOPE, LIMITATIONS, RESPONSIBILITIES, POTENTIAL PITFALLS, AND OPPORTUNITIES. VARIOUS CHAPTERS DISCUSS THE ORGANIZATIONAL AND INTERPERSONAL DYNAMICS OF SCHOOL BOARDS, CRISIS MANAGEMENT, BUDGETING AND EDUCATIONAL FINANCE, STUDENTS AND THE SCHOOL ENVIRONMENT, EMPLOYEE RELATIONS AND PERSONNEL MATTERS, AND EDUCATIONAL POLICY. (AUTHOR/JG)

DESCRIPTORS

BOARD ADMINISTRATOR RELATIONSHIP
BOARD OF EDUCATION ROLE
CONFLICT RESOLUTION
EDUCATIONAL ENVIRONMENT
EDUCATIONAL FINANCE
EMPLOYER EMPLOYEE RELATIONSHIP
SCHOOL COMMUNITY RELATIONSHIP
BOARD OF EDUCATION POLICY
BOARDS OF EDUCATION
DECISION MAKING
EDUCATIONAL FACILITIES
ELEMENTARY SECONDARY EDUCATION
PERSONNEL POLICY
STUDENT SCHOOL RELATIONSHIP

AVAILABILITY: NEW JERSEY SCHOOL BOARDS ASSOCIATION, P.O. BOX 909, TRENTON, NEW JERSEY 08605 ($3.50)

EDRS PRICE MF-$0.76 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

GAH 7.204 STAFF-COMMUNITY RELATIONS

REPORT NUMBER ED057488

TITLE COMMUNITY POWER STUDY APPLICATIONS TO EDUCATIONAL ADMINISTRATION.

AUTHOR(S) SPIESS, JOHN A.

SOURCE TOLEDO UNIV., OHIO. DEPT. OF EDUCATIONAL ADMINISTRATION AND SUPERVISION.

NOTE 64 P.

PUB DATE OCT 71

ABSTRACT

THIS REPORT DISCUSSES THEORIES ABOUT AND STUDIES ON THE RELATIONSHIP BETWEEN SCHOOL DISTRICTS AND COMMUNITY POWER STRUCTURES. IT OFFERS PRACTICAL TECHNIQUES FOR DECISIONMAKERS TO USE IN DEALING WITH SUCH POWER STRUCTURES. VARIOUS PARTICIPANTS AND INFLUENTIALS IN THE COMMUNITY POWER STRUCTURE ARE IDENTIFIED AND DISCUSSED. TWO MAJOR POWER TYPOLOGIES ARE PRESENTED: (1) THE SOCIOLOGY-BASED OR REPUTATIONAL, WHICH IS REPRESENTATIVE OF THOSE WHO VIEW A COMMUNITY POWER STRUCTURE AS PYRAMIDAL IN SHAPE WITH ONLY A FEW ELITE AT THE TOP; AND (2) THE ISSUE ANALYSIS, WHICH IS OFTEN REPRESENTATIVE OF THE VIEW OF POLITICAL SCIENTISTS, WHO ARGUE THAT POWER ANDINFLUENCE PATTERNS OFTEN CHANGE FROM ISSUE TO ISSUE SINCE PEOPLE ARE MORE INCLINED TO BECOME INVOLVED IN ISSUES THAT INTEREST THEM INDIVIDUALLY. THE AUTHOR SUGGESTS THAT WHILE MOST STUDIES SUPPORT THE REPUTATIONAL POINT OF VIEW, EDUCATIONAL ADMINISTRATORS, BY ASSIGNING GREATER EMPHASIS TO ISSUE ANALYSIS, WOULD FARE BETTER IN DEALING WITH POWER STRUCTURES. (JF)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
CITIZEN PARTICIPATION
COMMUNITY LEADERS
EDUCATION
LITERATURE REVIEWS
POLITICAL POWER
POWER STRUCTURE
BOARDS OF EDUCATION
COMMUNITY INFLUENCE
DECISION MAKING
GOVERNANCE
POLITICAL INVLUENCES
POLITICS

EDRS PRICE MF-$0.75 HC-$3.15 PLUS POSTAGE

GAH 7.204 STAFF-COMMUNITY RELATIONS

REPORT NUMBER ED025007

TITLE THE SUPERINTENDENT-BOARD RELATIONSHIP.

AUTHOR(S) WENNERBERG, CARL H., ED.

SOURCE CALIFORNIA ASSOCIATION OF SCHOOL ADMINISTRATORS, BULINGAME.; CALIFORNIA SCHOOL BOARDS ASSOCIATION, SACRAMENTO.

NOTE 64 P.

PUB DATE 67

ABSTRACT

GUIDELINES RECOMMEND THE DEVELOPMENT OF MUTUAL COOPERATION BETWEEN THE BOARD OF EDUCATION AND ITS CHIEF ADMINISTRATOR, THE DISTRICT SCHOOL SUPERINTENDENT. PARTICULAR ATTENTION IS GIVEN TO THE ROLE OF THE BOARD OF EDUCATION IN FORMULATING DISTRICT POLICY, ESTABLISHING EFFECTIVE BOARD-COMMUNITY RELATIONS, SELECTING AND EVALUATING THE SUPERINTENDENT, AND FILLING BOARD VACANCIES. THE COMPLEX ROLE OF THE SCHOOL SUPERINTENDENT IS DEFINED WITH RESPECT TO HIS RESPONSIBILITY TO THE BOARD OF EDUCATION, THE COMMUNITY AND HIS STAFF. A SERIES OF APPENDICES INCLUDES A SAMPLE BROCHURE DESCRIBING A SCHOOL SUPERINTENDENT POSITION VACANCY, CHECKLISTS FOR A SUPERINTENDENT INTERVIEW AND A COMMUNITY ATTITUDE SURVEY, A SUPERINTENDENT EMPLOYMENT CONTRACT, AND GUIDELINES FOR EVALUATION OF BOTH THE SUPERINTENDENT AND THE BOARD OF EDUCATION. (JK)

DESCRIPTORS
ADMINISTRATOR EVALUATION
ADMINISTRATOR SELECTION
BOARD OF EDUCATION ROLE
CONTRACTS
POLICY FORMATION
SUPERINTENDENT ROLE
ADMINISTRATOR QUALIFICATIONS
BOARD ADMINISTRATOR RELATIONSHIP
BOARDS OF EDUCATION
PERSONNEL POLICY
SCHOOL COMMUNITY RELATIONSHIP

AVAILABILITY: C.S.B.A., 455 CAPITOL MALL, SACRAMENTO, CALIF. 95814, AND C.A.S.A., 1705 MURCHISON DRIVE, BURLINGAME, CALIF. 94011 ($1.25).

EDRS PRICE MF-$0.75 HC-$3.15 PLUS POSTAGE

GAH 7.204 STAFF-COMMUNITY RELATIONS

REPORT NUMBER ED017056

TITLE THE STRUCTURE AND PROCESS OF SCHOOL-COMMUNITY RELATIONS. VOLUME III, THE STRUCTURE OF SCHOOL-COMMUNITY RELATIONS.

AUTHOR(S) CARTER, RICHARD F.; AND OTHERS

SOURCE STANFORD UNIV., CALIF. SCHOOL OF EDUCATION.

NOTE 401 P.

PUB DATE 30 JUN 66

ABSTRACT

TO EVALUATE STRUCTURALCOMPONENTS OF SCHOOL-COMMUNITY RELATIONS, 860 VARIABLES WERE DEFINED FROM THE LITERATURE AND GROUPED INTO 26 DIVISIONS FOR ASSESSMENT AGAINST FOUR SUMMARY CRITERION VARIABLES--(1) ACQUIESCENCE, THE DEGREE TO WHICH VOTERS IN A SCHOOL DISTRICT VIEW FINANCIAL ISSUES FAVORABLY, (2) PARTICIPATION, THE DEGREE TO WHICH VOTERS EXERCISE THEIR RIGHT OF REVIEW BY VOTING, (3) UNDERSTANDING, THE DEGREE TO WHICH INFORMED OBSERVERS SIMILARLY PERCEIVE SCHOOL-COMMUNITY RELATIONSHIPS, AND (4) QUIESCENCE, THE DEGREE TO WHICH CONTROVERSY AND CONFLICT ARE LACKING IN THE SCHOOL DISTRICT. FINDINGS OF THE STUDY WERE BASED ON DATA FOR A RANDOM NATIONAL SAMPLE, DRAWN BY THE CENSUS BUREAU, OF 180 SCHOOL DISTRICTS WITH 150 PUPILS OR MORE, WITH THE PROBABILITY OF SELECTION PROPORTIONAL TO SCHOOL ENROLLMENT. TEN PERSONS HOLDING KEY ROLES WERE QUESTIONED IN EACH DISTRICT--SUPERINTENDENT, BOARD PRESIDENT, FOUR OTHER BOARD MEMBERS, TEACHER REPRESENTATIVE, PARENT REPRESENTATIVE, MASS MEDIA REPRESENTATIVE, AND AN INTERESTED CITIZEN. FACTOR ANALYSES OF QUESTIONNAIRE RESPONSES, CENSUS DATA (1940, 1950, AND 1960), AND SCHOOL RECORDS IDENTIFIED 256 VARIABLES AS SIGNIFICANTLY RELATED TO ONE OR MORE OF THE FOUR CRITERION VARIABLES. WHILE THE STRUCTURAL ANALYSIS SERVED PRIMARILY AS A BASIS FOR THE SUBSEQUENT PROCESS ANALYSIS DESCRIBED IN VOLUME 4, PRACTICAL USES OF THE STUDY'S IDENTIFICATION OF KEY STRUCTURAL VARIABLES INCLUDE BOTH THE DIAGNOSIS AND THE SOLVING OF PROBLEMS IN SCHOOL-COMMUNITY RELATIONS. THIS IS PART III OF A SERIES. RELATED DOCUMENTS INCLUDE EA 001 091, EA 001 092, EA 001 094, AND EA 001 095. (JK)

DESCRIPTORS

BOARDS OF EDUCATION
COMMUNICATIONS
COMMUNITY RESOURCES
FACTOR ANALYSIS
PARENT SCHOOL RELATIONSHIP
POLICY FORMATION
SCHOOL COMMUNITY RELATIONSHIP
SPECIAL PROGRAMS
SUPERINTENDENTS
CITIZEN PARTICIPATION
COMMUNITY LEADERS
ELECTIONS
MASS MEDIA
PERSONNEL POLICY
PUBLIC OPINION
SCHOOL DISTRICTS
SPECIAL SERVICES

IDENTIFIERS

PROJECT CAST
STANFORD

EDRS PRICE MF-$0.75 HC-$19.80 PLUS POSTAGE

GAK 7.40 PERSONNEL RECORDS

REPORT NUMBER EJ123608

TITLE COMPUTERIZED INFORMATION AND EFFECTIVE PROTECTION OF INDIVIDUAL RIGHTS

AUTHOR(S) BOUVARD, MARGUERITE GUZMAN; BOUVARD, JACQUES

PUB DATE SEP-OCT 75

ABSTRACT

DICUSSES THE MAKING OF A SATISFACTORY NATIONAL POLICY ON THE COLLECTION AND DISSEMINATION OF INFORMATION ON PERSONS, NOTING THAT RANDOM FACTS ABOUT AN INDIVIDUAL WHEN AGGREGATED AND INTERRELATED WITH OTHER FACTS, FORM A COMPOSITE 'DATA PROFILE' FROM WHICH ONE CAN DRAW CONCLUSIONS AND MAKE DECISIONS: AN INCOMPLETE OR IMPROPERLY BALANCED PROFILE CAN HAVE A DEVASTATING IMPACT UPON A PERSON'S LIFE, IT IS STATED. (AUTHOR/JM)

DESCRIPTORS
INFORMATION DISSEMINATION
CIVIL LIBERTIES
PUBLIC POLICY
CIVIL RIGHTS
CONSTITUTIONAL LAW
DATA BASES
FEDERAL GOVERNMENT
COMPUTERS
SEARCH AND SEIZURE
POLICY FORMATION

CITATION SOCIETY; 12; 6; 62-67

GAK 7.401 PERSONNEL RECORDS, NATURE

REPORT NUMBER ED031790

TITLE GUIDELINES FOR SCHOOL PERSONNEL POLICIES.

AUTHOR(S) ALEXANDER, GEORGE, ED.; AND OTHERS

SOURCE EAST TEXAS SCHOOL STUDY COUNCIL, COMMERCE. STUDY COMMISSION ON PERSONNEL POLICIES.

NOTE 29 P.

PUB DATE NOV 68

ABSTRACT

PRIMARY CONSIDERATIONS FOR A POSITIVE SCHOOL PERSONNEL POLICY ARE OUTLINED IN EIGHT SECTIONS, AS FOLLOWS: (1) FACULTY AND STAFF RECRUITMENT AND SELECTION; (2) JOB ANALYSIS AND CLASSIFICATION; (3) PERSONNEL ASSIGNMENT AND EVALUATION; (4) POLICY DEVELOPMENT; (5) WELFARE BENEFITS, INCLUDING LEAVES, FRINGE BENEFITS, CONTINUING CONTRACTS, WORKING CONDITIONS, AND MERIT PAY; (6) ORIENTATION AND PROFESSIONAL DEVELOPMENT; (7) COMMUNICATIONS WITHIN THE SCHOOL STAFF; AND (8) RECOMMENDED SOURCES FOR USE IN POLICY DEVELOPMENT. THE SOURCE LIST COMPRISES A BIBLIOGRAPHY OF 38 ITEMS PUBLISHED BETWEEN 1950 AND 1968. (JK)

DESCRIPTORS

BIBLIOGRAPHIES
GUIDELINES
JOB ANALYSIS
MERIT RATING PROGRAMS
PERSONNEL POLICY
TEACHER ADMINISTRATOR RELATIONSHIP
TEACHER ORIENTATION
TEACHER SALARIES
TEACHING CONDITIONS
FRINGE BENEFITS
INSTRUCTIONAL STAFF
LEAVE OF ABSENCE
PERSONNEL DIRECTORS
PROFESSIONAL CONTINUING EDUCATION
TEACHER EVALUATION
TEACHER RECRUITMENT
TEACHING ASSIGNMENT

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

GAK 7.401 PERSONNEL RECORDS, NATURE

REPORT NUMBER	ED030969
TITLE	DEVELOPING SCHOOL SYSTEMS: PLANNING, ORGANIZATION, AND PERSONNEL. A MANUAL FOR TRUSTEES, ADMINISTRATORS, AND TEACHERS.
AUTHOR(S)	GREENFIELD, T. B.; AND OTHERS
SOURCE	ONTARIO INST. FOR STUDIES IN EDUCATION, TORONTO, DEPT. OF EDUCATIONAL ADMINISTRATION.
NOTE	177 P.
PUB DATE	69

ABSTRACT

THIS MANUAL IS DESIGNED TO ASSIST SCHOOL BOARD MEMBERS, ADMINISTRATORS, AND TEACHERS IN THE TASKS OF ASSESSING PRESENT EDUCATIONAL ORGANIZATIONS AND DEVELOPING NEW ONES. EACH CHAPTER IN THE MANUAL HAS TWO MAJOR SECTIONS, THE FIRST CONTAINING A GENERAL DISCUSSION OF THE CHAPTER TOPIC AND THE SECOND CONTAINING DETAILED GUIDELINES WHICH SUGGEST SPECIFIC COURSES OF ACTION FOR THOSE WHO ACCEPT THE PRINCIPLES OF THE CHAPTER AND WISH TO PUT THEM INTO PRACTIVE IN A SCHOOL SYSTEM. A MODEL FOR EFFECTIVE PLANNING AND DECISION MAKING IS DEVELOPED IN THE FIRST CHAPTER AND IS DEMONSTRATED IN CHAPTERS 3 AND 4, WHICH DEAL WITH SCHOOL SYSTEM ORGANIZATION AND PERSONNEL ADMINISTRATION. THE SECOND CHAPTER FOCUSES ON THE ROLES OF THE SCHOOL BOARD AND SCHOOL ADMINISTRATORS IN THE DECISION-MAKING PROCESS. CHAPTERS 5 THROUGH 10 ARE CONCERNED WITH MANAGEMENT OF THE SUPPORT SERVICES OF SCHOOL SYSTEMS AND INCLUDE GUIDELINES FOR EFFICIENT FINANCIAL MANAGEMENT, PLANT MANAGEMENT AND DEVELOPMENT, PUPIL TRANSPORTATION, PURCHASING, AND DATA PROCESSING. THE FINAL CHAPTER ILLUSTRATES PRINCIPLES FOR EFFECTIVELY LINKING THE SCHOOL SYSTEM WITH ITS SOCIAL ENVIRONMENT. (JH)

DESCRIPTORS

ADMINISTRATOR GUIDES
DATA PROCESSING
EDUCATIONAL CHANGE
EDUCATIONAL PLANNING
ORGANIZATIONAL CHANGE
PURCHASING
SCHOOL MAINTENANCE
SCHOOL PLANNING
BOARD ADMINISTRATOR RELATIONSHIP
DECISION MAKING
EDUCATIONAL OBJECTIVES
FINANCIAL POLICY
PERSONNEL POLICY
SCHOOL COMMUNITY RELATIONSHIP
SCHOOL ORGANIZATION
STUDENT TRANSPORTATION

AVAILABILITY: PUBLICATIONS SALES OFFICE, THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION, 102 BLOOR STREET WEST, TORONTO 5, ONTARIO, CANADA ($3.50).

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

GAKC 7.403 EVALUATION SECTION CONTENT also, CGI 3.513

REPORT NUMBER EJ077209

TITLE INVOLVING THE TEACHER IN EVALUATION

AUTHOR(S) DRUMMOND, WILLIAM H.

PUB DATE FEB 73

ABSTRACT

OFFERS SEVEN SUGGESTIONS TO ELEMENTARY PRINCIPALS THAT MIGHT MAKE THE TEACHER-ADMINISTRATOR EVALUATION A POSITIVE FORCE FOR SCHOOL IMPROVEMENT. (AUTHOR/EA)

DESCRIPTORS

ADMINISTRATOR GUIDES
EDUCATIONAL ACCOUNTABILITY
EDUCATIONAL IMPROVEMENT
EVALUATION CRITERIA
TEACHER EVALUATION
CONFIDENTIAL RECORDS
EDUCATIONAL ENVIRONMENT
ELEMENTARY SCHOOLS
TEACHER ADMINISTRATOR RELATIONSHIP
TEACHER PARTICIPATION

CITATION NATIONAL ELEMENTARY PRINCIPAL; 52; 5; 30-32

GAKD 7.404 REQUIREMENTS PRIOR TO ENTRY OF DATA IN EVALUATION SECTION

REPORT NUMBER ED116333

TITLE PRODUCTIVITY AND DISCIPLINARY RULES--HOW TO NEGOTIATE THEM AND MAKE THEM WORK.

AUTHOR(S) OSTERMAN, MELVIN H., JR.

SOURCE NEW YORK STATE SCHOOL BOARDS ASSOCIATION, ALBANY.

NOTE 9 P.; CHAPTER 4 OF PERSONNEL MANAGEMENT INSTITUTES, 1975, EA 007 811

PUB DATE DEC 75

ABSTRACT

PUBLIC SCHOOL COLLECTIVE BARGAINING WILL NOT WORK UNLESS MANAGEMENT APPROACHES NEGOTIATIONS AS A TWO-WAY STREET AND DEMANDS FROM THE UNION WHAT IT REQUIRES TO PROTECT ITS OWN INTEREST. WITH TODAY'S SURPLUS OF AVAILABLE TEACHERS, MANAGEMENT HAS THE OPPORTUNITY TO RECLAIM PREROGATIVES IT HAS ABDICATED THROUGH PAST NEGOTIATIONS. IN PARTICULAR, SCHOOL OFFICIALS SHOULD USE THE COLLECTIVE BARGAINING PROCESS TO MAKE SIGNIFICANT IMPROVEMENTS IN THE AREAS OF DISCIPLINARY PROCEDURES FOR SCHOOL EMPLOYEES AND NEGOTIATED PRODUCTIVITY AGREEMENTS. NEW YORK NOW PERMITS SCHOOL DISTRICTS TO NEGOTIATE DISCIPLINE PROCEDURES FOR NONINSTRUCTIONAL PERSONNEL AS AN ALTERNATIVE TO EXISTING STATUTORY REQUIREMENTS. SCHOOL OFFICIALS SHOULD SEEK SIMILAR LEGISLATION COVERING INSTRUCTIONAL PERSONNEL AND THEN TAKE ADVANTAGE OF THE OPPORTUNITY TO NEGOTIATE SIMPLE, EFFECTIVE PROCEDURES FOR EMPLOYEE EVALUATION AND DISCIPLINE. SIMILARLY, COLLECTIVE BARGAINING CAN CONTRIBUTE IMPORTANTLY TO GAINS IN PRODUCTIVITY. HOWEVER, EFFECTIVE PRODUCTIVITY BARGAINING REQUIRES CAREFUL PREPARATION AND TECHNICAL EXPERTISE ON BOTH SIDES OF THE BARGAINING TABLE AND A COMPLETE COMMITMENT TO THE CONCEPT BY BOTH MANAGEMENT AND THE UNION. (AUTHOR/JG)

DESCRIPTORS
ADMINISTRATIVE POLICY
COLLECTIVE NEGOTIATION
ELEMENTARY SECONDARY EDUCATION
PERSONNEL POLICY
TEACHER DISCIPLINE
TEACHER EVALUATION
COLLECTIVE BARGAINING
CONTRACTS
EMPLOYER EMPLOYEE RELATIONSHIP
PRODUCTIVITY
TEACHER EMPLOYMENT

IDENTIFIERS
NEW YORK

AVAILABILITY: NOT AVAILABLE SEPARATELY; SEE EA 007 811

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS

GAKD 7.404 REQUIREMENTS PRIOR TO ENTRY OF DATA IN EVALUATION SECTION

REPORT NUMBER ED075371

TITLE INSUBORDINATION: DO YOU KNOW YOUR RIGHTS?

AUTHOR(S) CIAMPA, BARTHOLOMEW J.

NOTE 8 P.

ABSTRACT

THE RIGHTS OF A TEACHER IN RELATION TO INSUBORDINATION ARE DISCUSSED IN THIS DOCUMENT. EMPHASIS IS PLACED ON THE DEFINITION AND EXAMPLES OF INSUBORDINATION. THE CONCLUSION SUMMARIZES THE PROCEDURES OF INSUBORDINATION AND A TEACHER'S RIGHTS WHEN CHARGED WITH INSUBORDINATION: PROCEDURES INCLUDE A PRELIMINARY INVESTIGATION, ESTABLISHMENT OF PROBABLE CAUSE AND THE BUILDING OF THE CASE FOR DISMISSAL, AND THE DELIVERANCE OF A SPECIFIC WRITTEN NOTICE OF THE CHARGES TO THE TEACHER; TEACHER RIGHTS INCLUDE THE PROVISION OF A HEARING BEFORE A QUORUM OF THE SCHOOL COMMITTEE UPON THE PRESENTATION OF EVIDENCE AND STATED GROUNDS FOR DISMISSAL. THE CONCLUSION ALSO STATES THAT, IN ADDITION TO A HEARING, COURTS EXPECT THAT THE TEACHER HAS HAD AMPLE FOREWARNING OF THE CHARGES. (MJM)

DESCRIPTORS

DISCIPLINE
TEACHER BEHAVIOR
TEACHER DISMISSAL
TEACHER WELFARE
DUE PROCESS
TEACHER DISCIPLINE
TEACHER EVALUATION

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

GAKD 7.404 REQUIREMENTS PRIOR TO ENTRY OF DATA IN EVALUATION SECTION

REPORT NUMBER	ED085882
TITLE	PROPOSED SCHOOL BOARD REGULATIONS GOVERNING ACCESS AND MAINTENANCE OF TEACHER PERSONNEL RECORDS.
AUTHOR(S)	BRANNON, JOAN G.
SOURCE	NORTH CAROLINA UNIV., CHAPEL HILL. INSTITUTE OF GOVERNMENT.
NOTE	7 P.
PUB DATE	JUN 72

ABSTRACT

THE NORTH CAROLINA TEACHER TENURE ACT OF 1972 REQUIRES THAT REGULATIONS FOR HANDLING TEACHER RECORDS BE ADOPTED. THIS PAMPHLET CONTAINS REGULATIONS THAT, IF ADOPTED BY SCHOOL BOARDS, WILL IMPLEMENT THE STATUTORY REQUIREMENTS OF THE TENURE ACT. THE PROPOSED REGULATIONS CONTAIN SEVERAL SECTIONS, EACH FOLLOWED BY A COMMENT EXPLAINING OR CLARIFYING ITS INTENT. IN SOME CASES, THE COMMENTS ARE ESSENTIAL TO THE MEANING OF A SECTION AND ARE DESIGNED TO BE ADOPTED WITH THE REGULATION. OPTIONS ARE PROVIDED WHEN ONE OR MORE REASONABLE ALTERNATIVES ARE AVAILABLE. (AUTHOR/JF)

DESCRIPTORS

CONFIDENTIAL RECORDS
PERSONNEL POLICY
TEACHERS
PERSONNEL DATA
STATE LEGISLATION
TENURE

IDENTIFIERS

TEACHER PERSONNEL RECORDS

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

GAKD 7.404 REQUIREMENTS PRIOR TO ENTRY OF DATA IN EVALUATION SECTION

REPORT NUMBER ED077124

TITLE HOW TO EVALUATE TEACHING. A PERFORMANCE OBJECTIVES APPROACH.

AUTHOR(S) REDFERN, GEORGE B.

SOURCE SCHOOL MANAGEMENT INST., INC., WORTHINGTON, OHIO.

NOTE 112 P.

PUB DATE 72

ABSTRACT

THIS BOOK IS CONCERNED WITH THE OBJECTIVES OF TEACHER EVALUATION, THE MATERIALS AND TOOLS OF EVALUATION, AND THE UTILIZATION OF EVALUATION OUTCOMES. THE PRINCIPAL'S ATTITUDE TOWARD AND HIS VITAL ROLE IN THE EVALUATION PROCESS IS DISCUSSED, AND ONE CHAPTER CONTAINS THE APPROACH FOR THE PERFORMANCE EVALUATION OF ADMINISTRATORS. A RELATED DOCUMENT IS EA 005 063. (MLF)

DESCRIPTORS

ADMINISTRATOR EVALUATION
BOARD OF EDUCATION POLICY
EDUCATIONAL ACCOUNTABILITY
OBJECTIVES
PERSONNEL DATA
SELF EVALUATION
TASK PERFORMANCE
TEACHER EVALUATION
BEHAVIORAL OBJECTIVES
DATA COLLECTION
INSERVICE PROGRAMS
PERFORMANCE CRITERIA
PRINCIPALS
SUMMATIVE EVALUATION
TEACHER ADMINISTRATOR RELATIONSHIP

AVAILABILITY: SCHOOL MANAGEMENT INSTITUTE, 6800 HIGH STREET, WORTHINGTON,
OHIO 43085 ($5.00)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

GAKD 7.404 REQUIREMENTS PRIOR TO ENTRY OF DATA IN EVALUATION SECTION

REPORT NUMBER ED089402

TITLE PROFESSIONAL IMPROVEMENT AND STAFF EVALUATION. AN INFORMATION PAPER ON KSA 72-9001 TO 72-9006: EVALUATION OF CERTIFICATED SCHOOL EMPLOYEES.

AUTHOR(S) SARTHORY, JOSEPH A.

SOURCE KANSAS STATE DEPT. OF EDUCATION, TOPEKA.

NOTE 20 P.; FUNDED UNDER EDUCATIONAL PROFESSIONS DEVELOPMENT ACT/UNITED STATES OFFICE OF EDUCATION (EPDA/JSOE)

PUB DATE 73

ASBTRACT

HOUSE BILL 1042 REQUIRES EACH SCHOOL DISTRICT ACCREDITED BY THE KANSAS STATE BOARD OF EDUCATION, PUBLIC AND NONPUBLIC, TO ADOPT NOT LATER THAN JANUARY 15, 1974, A WRITTEN PERSONNEL EVALUATION POLICY APPLICABLE TO CERTIFICATED EMPLOYEES. THIS INCLUDES TEACHERS, ADMINISTRATORS, AND PUPIL SERVICES PERSONNEL SUCH AS COUNSELORS AND LIBRARIANS. THE FOLLOWING ELEMENTS SHOULD BE INCLUDED IN ANY SUCH POLICY: ACTIVE COMMUNITY INVOLVEMENT IN AT LEAST THE DEVELOPMENT OF STAFF EVALUATION POLICY; INVOLVEMENT OF THE CERTIFICATED STAFF IN THE DEVELOPMENT OF THE POLICY; ACTIVE PARTICIPATION OF THE STAFF MEMBER BEING EVALUATED IN HIS EVALUATION; AND A CLEAR DELINEATION OF WHO IS TO EVALUATE WHOM, HOW, WHEN, AND TO WHAT END. THIS PAPER SUGGESTS A STAFF EVALUATION POLICY DEVELOPMENT PROCEDURE AND DESCRIBES CURRENT KANSAS PROCEDURES AS REFLECTED IN A 1971 KANSAS ASSOCIATION OF SCHOOL ADMINISTRATORS SURVEY. IT EXAMINES PERFORMANCE BASED STAFF EVALUATION AND PROPOSES ALTERNATIVE EVALUATION CRITERIA AND TECHNIQUES. (AUTHOR/WM)

DESCRIPTORS

ADMINISTRATOR GUIDES
EDUCATIONAL ACCOUNTABILITY
PERFORMANCE
PROFESSIONAL PERSONNEL
STAFF IMPROVEMENT
STATE SCHOOL DISTRICT RELATIONSHIP
BOARD OF EDUCATION POLICY
EVALUATION CRITERIA
PERSONNEL EVALUATION
SCHOOL PERSONNEL
STATE LEGISLATION

IDENTIFIERS

KANSAS

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

GAKF 7.406 ADMINISTRATIVE ACCESS TO PERSONNEL RECORDS OF EMPLOYEES

REPORT NUMBER	ED020562
TITLE	THE SCHOOL PERSONNEL ADMINISTRATOR.
AUTHOR(S)	MOORE, HAROLD E.
SOURCE	ARIZONA STATE UNIV., TEMPE. BUREAU OF EDUCATIONAL RESEARCH AND SERVICES.
PUB DATE	JAN 68

ABSTRACT

FROM BOTH PRESENT AND TUTURE PERSPECTIVES, TWO PAPERS ATTEMPT TO ASSESS AND PREDICT THE CHANGING ROLE OF THE PUBLIC SCHOOL PERSONNEL ADMINISTRATOR OR DIRECTOR. THE ROLE IS DEFINED AS IT RELATES BOTH TO THE MORE TRADITIONAL RESPONSIBILITIES OF A GENERALIST AND TO THE MORE SPECIALIZED RESPONSIBILITIES OF AN EXPERT. FUNCTIONS OF THE POSITION ARE IDENTIFIED FROM A REVIEW OF THELITERATURE AND FROM AN EVALUATION OF THE PERSONNEL ADMINISTRATOR'S STATUS, HIS GENERAL STAFF RESPONSIBILITIES, AND HIS ASSIGNMENTS OF STAFFING THE SCHOOLS, PARTICIPATING IN COLLECTIVE NEGOTIATIONS INVOLVING SCHOOL PERSONNEL, AND MAINTAINING OR INCREASING HIS PROFESSIONAL EXPERTISE. PROJECTIONS OF THE POSITION INCLUDE ITS DEVELOPMENT FOR MAXIMUM EFFECTIVENESS, CONSIDERING SUCH FACTORS AS POPULATION GROWTH, COMPUTERIZED INFORMATION AS AN EDUCATIONAL TOOL, CHANGES IN THE TEACHER ROLE, AND BETTER AND MORE EXTENSIVE PERSONNEL DATA. THIS DOCUMENT IS AVAILABLE FROM THE BUREAU OF EDUCATIONAL RESEARCH AND SERVICES, ARIZONA STATE UNIVERSITY, TEMPE, ARIZONA 85281, FOR $1.50. (JK)

DESCRIPTORS

ADMINISTRAOTOR ROLE
COST EFFECTIVENESS
INSERVICE PROGRAMS
PERSONNEL DATA
PERSONNEL POLICY
RESEARCH
TEACHER EMPLOYMENT
COLLECTIVE NEGOTIATION
EDUCATIONAL TRENDS
MORALE
PERSONNEL DIRECTORS
PERSONNEL SELECTION
SCHOOLS

IDENTIFIERS

(AASPA) AMERICAN ASSON. SCH. PERSONN
SCHOOL PERSONNEL DIRECTORS

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

GAKG 7.407 EMPLOYEE ACCESS TO PERSONNEL FILE

REPORT NUMBER	ED122398
TITLE	FEDERAL COURT CASES: A PRINCIPAL'S HANDBOOK ON TEACHER AND STUDENT RIGHTS.
AUTHOR(S)	RILEY, BOB E.; MATTINGLY, JACK V.
SOURCE	EAST TEXAS SCHOOL STUDY COUNCIL, COMMERCE.
NOTE	83 P.
PUB DATE	DEC 75

ABSTRACT

THE ASSUMPTION OF THIS STUDY IS THAT MOST PRINCIPALS DO NOT HAVE THE TIME TO DEVOTE TO READING COURT CASES, EVEN THOUGH THEY KNOW IT IS IMPORTANT. IN DAY-TO-DAY ACTIVITIES, THE PRINCIPAL HAS CONTINUOUS CONTACT WITH TEACHERS AND STUDENTS AND ENFORCES MANY SCHOOL POLICIES AND REGULATIONS INVOLVING BOTH ALMOST DAILY. THIS HANDBOOK ATTEMPTS TO PROVIDE AT LEAST RUDIMENTARY LEGAL AWARENESS IN AN EASY-TO-USE FORMAT WITH A BIBLIOGRAPHY THAT FACILITATES DETAILED STUDY WHEN APPROPRIATE. THE CURRENT LITERATURE FROM 1970 ON IN THE AREAS OF TEACHER AND STUDENT RIGHTS IS REVIEWED. ONE OF THE MAIN PURPOSES OF THIS HANDBOOK IS TO PROVIDE INFORMATION USING THE IDEAS AND QUOTES FROM AUTHORITIES AND WRITERS IN THE FIELD OF SCHOOL LAW. NO ATTEMPT HAS BEEN MADE TO MAKE THIS A DETAILED LEGAL RESEARCH DOCUMENT. READABLE AND USEFUL INFORMATION THAT A BUILDING PRINCIPAL MAY FIND VALUABLE IN HIS WORK HAS BEEN COMPILED. (AUTHOR/IRT)

DESCRIPTORS
ACADEMIC FREEDOM
COLLECTIVE BARGAINING
DRESS CODES
ELEMENTARY SECONDARY EDUCATION
FEDERAL COURT LITIGATION
MARRIED STUDENTS
STUDENT BEHAVIOR
STUDENT RIGHTS
TEACHER DISCIPLINE
BOARD OF EDUCATION POLICY
COURT LITIGATION
DUE PROCESS
EQUAL PROTECTION
FREEDOM OF SPEECH
PRINCIPALS
STUDENT PUBLICATIONS
STUDENTS
TEACHERS

EDRS PRICE MF-$0.83 HC-$4.67 PLUS POSTAGE

GALA 7.501 INCOME TAX DEDUCTIONS

REPORT NUMBER EJ134434

TITLE TAX SHELTERED ANNUITIES--GOOD FOR SCHOOL EMPLOYEES?

AUTHOR(S) DORRANCE, GEORGE

PUB DATE FEB 76

DESCRIPTORS
- FRINGE BENEFITS
  - INVESTMENT
  - SCHOOL PERSONNEL
  - ELEMENTARY SECONDARY EDUCATION
  - RETIREMENT
  - PROGRAM DESCRIPTIONS
  - INSURANCE PROGRAMS

IDENTIFIERS
TAX SHELTERED ANNUITIES

CITATION SCHOOL BUSINESS AFFAIRS; 42; 2; 45-46

GB 7.60 STAFF RIGHT AND RESPONSIBILITIES

REPORT NUMBER EJ077202

TITLE QUESTIONS FOR SCHOOLS: SENIOR STAFF ROLES IN SECONDARY

AUTHOR(S) JOHN, DENYS

PUB DATE APR 73

ABSTRACT

THE FIRST ESSENTIAL IS INCREASED OPPORUTNITIES FOR HEADS AND SENIOR TEACHERS TO DEVELOP AN UNDERSTANDING OF THE INFLUENCE OF ROLES AND RELATIONSHIPS UPON THE TASK OF THE SCHOOL SO THAT, IN THEIR TURN, THEY MAY ASSIST THEIR COLLEAGUES, WITH OUTSIDE HELP IF NECESSARY, TO A SIMILAR UNDERSTANDING. (AUTHOR)

DESCRIPTORS

CONSULTATION PROGRAMS
HORIZONTAL ORGANIZATION
SCHOOL ORGANIZATION
STAFF ROLE
DEPARTMENT DIRECTORS (SCHOOL)
SCHOOL ADMINISTRATION
SECONDARY SCHOOL TEACHERS
VERTICAL ORGANIZATION

CITATION TRENDS IN EDUCATION; 30; 4-13

GB 7.60 STAFF RIGHTS AND RESPONSIBILITIES

REPORT NUMBER EJ050419

TITLE NEW LEGAL RIGHTS FOR THE NONTENURED TEACHER

AUTHOR(S) WALDEN, JOHN C.

PUB DATE JAN 72

DESCRIPTORS

DUE PROCESS
PROBATIONARY PERIOD
SCHOOL LAW
TENURE
LEGAL PROBLEMS
SCHOOL ADMINISTRATION
TEACHER EMPLOYMENT

CITATION NATIONAL ELEMENTARY PRINCIPAL; 52; 4; 103

GB 7.60 STAFF RIGHTS AND RESPONSIBILITIES

REPORT NUMBER EJ129337

TITLE INDUCTION YEAR OR STAFF DEVELOPMENT?

AUTHOR(S) BAILEY, PATRICK

PUB DATE AUT 75

ABSTRACT

THE CHANGES TAKING PLACE IN EDUCATION REQUIRE OF TEACHERS AN UNPRECEDENTED PROFESSIONAL RE-ORIENTATION AND GROWTH. MUCH OF THIS CAN BE DONE EFFECTIVELY ONLY BY A COLLECTIVE EFFORT WITHIN THE SCHOOL. STAFF DEVELOPMENT, INCLUDING THE INDUCTION OF PROBATIONARY TEACHERS, IS THE ORGANIZING OF A SYSTEMATIC RESPONSE TO THESE MANY CHANGES. (AUTHOR/IRT)

DESCRIPTORS

STAFF IMPROVEMENT
PROBATIONARY PERIOD
SECONDARY EDUCATION
TEACHERS
INSERVICE EDUCATION
SCHOOL ORGANIZATION

IDENTIFIERS

GREAT BRITAIN

CITATION EDUCATIONAL ADMINISTRATION; 4; 1; 11-16

GB 7.60 STAFF RIGHTS AND RESPONSIBILITIES

REPORT NUMBER EJ091423

TITLE PROCEDURAL DUE PROCESS PROTECTION FOR PROBATIONARY TEACHERS' FIRST AMENDMENT RIGHTS: BEKIARIS V. BOARD OF EDUCATION

AUTHOR(S) KEOWN, ALLAN H.

PUB DATE MAY 73

DESCRIPTORS

HIGHER EDUCATION
FEDERAL LEGISLATION
PROBATIONARY PERIOD
TEACHING CONDITIONS
TEACHER WELFARE
BOARDS OF EDUCATION
CONTRACTS
TEACHERS

CITATION HASTINGS LAW JOURNAL; 24; 6; 1127-1262

GB 7.60 STAFF RIGHTS AND RESPONSIBILITIES

REPORT NUMBER	EJ124431
TITLE	NONTENURED FACULTY: CURRENT LEGAL AND PRACTICAL PROBLEMS IN CONNECTION WITH NONRENEWAL OF SUCH APPOINTMENTS.
AUTHOR(S)	SHULTZ, W. O., II
PUB DATE	F 73

ABSTRACT

COURT DECISIONS REGARDING APPOINTMENT, RENEWAL, AND TERMINATION OF NONTENURED FACULTY MEMBERS ARE REVIEWED WITH THE CONCLUSION THAT IF FURTHER INCURSION OF THE COURTS INTO THE INTERNAL AFFAIRS OF UNIVERSITIES IS TO BE AVOIDED BOTH FACULTY AND ADMINISTRATORS SHOULD REEXAMINE AND CHANGE POLICIES AND PROCEDURES TO COMPLY WITH CURRENT COURT DECISIONS. (JT)

DESCRIPTORS

HIGHER EDUCATION	FACULTY
JOB TENURE	LEGAL PROBLEMS
COURT LITIGATION	COLLEGE TEACHERS
PROBATIONARY PERIOD	TEACHER EMPLOYMENT
TEACHER DISMISSAL	CONTRACTS

CITATION JOURNAL OF COLLEGE AND UNIVERSITY LAW; 1; 1; 74-83

GB 7.60 STAFF RIGHTS AND RESPONSIBILITIES

REPORT NUMBER	EJ025661
TITLE	THE TEACHER AND DUE PROCESS
PUB DATE	OCT 70

DESCRIPTORS

COURT LITIGATION	PROBATIONARY PERIOD
TEACHER WELFARE	TENURE

CITATION NEA RES BULL; 48; 3; 90-3

GB 7.60 STAFF RIGHTS AND RESPONSIBILITIES

REPORT NUMBER EJ067980

TITLE REPRISE: DUE PROCESS AND THE NONTENURED TEACHER. LAW & THE SCHOOL PRINCIPAL

AUTHOR(S) WALDEN, JOHN C.

PUB DATE JAN 73

ABSTRACT

A DISCUSSION OF TWO DECISIONS BY THE U.S. SUPREME COURT RELATING TO A NONTENURED TEACHER'S LEGAL RIGHTS, ESPECIALLY THOSE RIGHTS RELATED TO CONTRACT RENEWAL. (AUTHOR/DN)

DESCRIPTORS
- CONTRACTS
- DUE PROCESS
- FREEDOM OF SPEECH
- JOB TENURE
- PROBATIONARY PERIOD
- SCHOOL LAW
- SUPREME COURT LITIGATION
- TEACHER EMPLOYMENT
- TEACHER WELFARE
- TENURE

CITATION NATIONAL ELEMENTARY PRINCIPAL; 52; 4; 78-80

GB 7.60 STAFF RIGHTS AND RESPONSIBILITIES

REPORT NUMBER EJ044279

TITLE SCHOOL LAW: NONTENURED HAVE RIGHT TO REASONS FOR TERMINATION

AUTHOR(S) KNOWLES, LAURENCE W.

PUB DATE OCT 71

DESCRIPTORS
- BEGINNING TEACHERS
- CONTRACTS
- COURT LITIGATION
- PROBATIONARY PERIOD
- SCHOOL LAW
- TEACHER ADMINISTRATOR RELATIONSHIP
- TEACHER EMPLOYMENT
- TENURE

CITATION NATION'S SCHOOLS; 88; 4; 96

GB 7.60 STAFF RIGHTS AND RESPONSIBILITIES

REPORT NUMBER EJ130904

TITLE REASSESS YOUR FRINGE BENEFITS--SAYS CPA

AUTHOR(S) EDWARDS, BERT T.

PUB DATE JAN 76

ABSTRACT

DISCUSSES VARIOUS EMPLOYEE FRINGE BENEFIT PROGRAMS AND SUGGESTS POSSIBLE WAYS TO ENSURE THAT SUCH PROGRAMS OPERATE IN THE MOST EFFICIENT AND LEAST COSTLY MANNER. (JG)

DESCRIPTORS

FRINGE BENEFITS
INSURANCE PROGRAMS
GUIDELINES
LEAVE OF ABSENCE
TEACHER EMPLOYMENT
TEACHER RETIREMENT
PERSONNEL POLICY

CITATION SCHOOL BUSINESS AFFAIRS; 42; 1; 7-10

GB 7.60 STAFF RIGHTS AND RESPONSIBILITIES

REPORT NUMBER EJ072931

TITLE CONDUCT UNBECOMING A TEACHER

AUTHOR(S) LYNCH, JAMES M., JR.

PUB DATE MAR 73

ABSTRACT

TEACHER CONDUCT IS A LOADED CONCEPT. TEACHERS IN NEW JERSEY ARE CAUTIONED TO STUDY THEIR LIFE STYLES AND THE EXISTING TEACHER CONDUCT REGULATIONS TO AVOID CONFLICT AND POSSIBLE LOSS OF JOBS. (DS)

DESCRIPTORS

CONDUCT
TEACHER EMPLOYMENT
TEACHER WELFARE
TEACHING BENEFITS
TEACHING QUALITY
PROBATIONARY PERIOD
TEACHER PERSISTENCE
TEACHERS
TEACHING CONDITIONS
TENURE

CITATION NJEA REVIEW; 46; 7; 24-25

GB 7.60 STAFF RIGHTS AND RESPONSIBILITIES also, A 1.0 and C 3.0

REPORT NUMBER ED032292

TITLE INFORMATION REQUIREMENTS FOR PLANNING INSTRUCTIONAL STRATEGIES: AN ANTHOLOGY FOR TEACHERS AND PRINCIPALS.

AUTHOR(S) BISH, JOHN, ED.; AND OTHERS

SOURCE CENTRAL ATLANTIC REGIONAL EDUCATIONAL LAB., INC., ALEXANDRIA, VA.

NOTE 209 P.

PUB DATE JUN 69

ABSTRACT

THE INTRODUCTION TO THIS ANTHOLOGY REPORTS A STUDY DESIGNED TO DEVELOP A SYSTEMATIC PROCEDURE FOR GATHERING INFORMATION FROM ACTUAL SCHOOL SETTINGS ABOUT THE IMPACT OF SCHOOL ORGANIZATION, STAFFING, AND ADMINISTRATION ON STUDENTS--INFORMATION TO PROVIDE BASELINE DATA FOR DECISIONMAKERS. INCLUDED ARE DESCRIPTION OF METHODS AND PROCEDURES, DATA ANALYSIS TECHNIQUES, AND SPECIFIC OBJECTIVES WHICH INCLUDED (1) SELECTION, MODIFICATION, AND DESIGN OF INSTRUMENTS FOR GATHERING DATA REGARDING STUDENTS, TEACHERS, PARENTS, PRINCIPALS, AND TEACHER AIDES, PERCEPTS OF SELECTED ISSUES IN THE ELEMENTARY SCHOOL AND INSTRUMENTS FOR MAKING OBJECTIVE OBSERVATIONS OF CLASSROOM ENVIRONMENT, AND (2) GATHERING BASELINE INFORMATION ON ONE PUBLIC AND ONE NONPUBLIC (ONE CENTRALIZED AND ONE DECENTRALIZED) ELEMENTARY SCHOOL IN URBAN, DEPRIVED ENVIRONMENTS. THE EIGHT CHAPERS, EACH WRITTEN BY A SPECIALIST IN THE AREA OF CONCERN, PRESENT DIFFERENT ASPECTS OF THE STUDY: THE PLACE OF OBJECTIVE INFORMATION IN TOTAL SCHOOL PLANNING; CRITICAL INFORMATION REQUIREMENTS IN THE MANAGEMENT OF THE ELEMENTARY SCHOOL; ANALYSIS AND IMPLICATIONS OF STUDENT, TEACHER, AND PARENT PERCEPTS OF STUDENT PERFORMANCE; PROFESSIONAL STAFF ENCOUNTERS; CLASSROOM ECOLOGY; GENERAL ATMOSPHERE FOR ADMINISTRATIVE AUTONOMY: THE ATMOSPHERE FOR DECISION MAKING; THREE VIEWS OF THE TEACHER AIDE; AND COMMUNITY INTEREST IN LOCAL SCHOOL MANAGEMENT. (JS)

DESCRIPTORS

CLASSROOM ENVIRONMENT
COMMUNITY INVOLVEMENT
DECENTRALIZATION
ELEMENTARY SCHOOLS
MEASUREMENT INSTRUMENTS
SCHOOL ENVIRONMENT
SCHOOL PLANNING
TEACHER AIDES
CLASSROOM OBSERVATION TECHNIQUES
DATA COLLECTION
DECISION MAKING
INFORMATION SOURCES
SCHOOL ADMINISTRATION
SCHOOL ORGANIZATION
STAFF ROLE
URBAN SCHOOLS

EDRS PRICE MF-$0.75 HC-$10.20 PLUS POSTAGE

GBA 7.601 COMPENSATION GUIDES AND CONTRACTS

REPORT NUMBER ED024150

TITLE PROFESSIONAL GROWTH REQUIREMENTS, 1965-66.

SOURCE NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D.C.

NOTE 33 P.

PUB DATE JUL 66

ABSTRACT

THIS REPORT ON PROFESSIONAL GROWTH REQUIREMENTS FOR CLASSROOM TEACHERS IN THE UNITED STATES PRESENTS DATA SHOWING THE AMOUNT OF PROFESSIONAL GROWTH REQUIRED FOR SALARY INCREMENTS IN THE 307 REPORTING SCHOOL SYSTEMS. THE SURVEY INCLUDES DATA ON (1) SEMESTER-HOUR REQUIREMENTS AND TIME LIMITS SPECIFIED, (2) ACTIVITIES REQUIRED IN EACH SYSTEM, (3) PROVISIONS FOR TIME OFF FROM REGULAR DUTIES, (4) PRACTICES IN REQUIRING PRIOR APPROVAL OF ACTIVITIES, (5) WHETHER SABBATICAL LEAVE ACTIVITIES ARE COUNTED, AND (6) WHO EVALUATES THE ACTIVITIES. IN ADDITION TO THE TABLES LISTING INFORMATION BY STATE AND SCHOOL DISTRICT, SUMMARY TABLES GIVING AN OVERVIEW OF PROFESSIONAL GROWTH PRACTICES ARE INCLUDED. (TT)

DESCRIPTORS
ADMINISTRATOR ROLE
EVALUATION
INSERVICE TEACHER EDUCATION
NATIONAL SURVEYS
PUBLIC SCHOOL SYSTEMS
STANDARDS
TABLES (DATA)
TEACHER SALARIES
COLLEGE CREDITS
FACULTY PROMOTION
INSTITUTES (TRAINING PROGRAMS)
PROFESSIONAL CONTINUING EDUCATION
SABBATICAL LEAVES
STATISTICAL SURVEYS
TEACHER IMPROVEMENT

AVAILABILITY: NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH ST., N.W.
WASHINGTON, D.C. 20036 (STOCK NO. 435-13284, $0.75)

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

GBA 7.601 COMPENSATION GUIDES AND CONTRACTS

REPORT NUMBER ED114943

TITLE SALARIES AND FRINGE BENEFITS, PROFESSIONAL PERSONNEL, 1974-1975. A STUDY OF THE SALARY AND FRINGE BENEFITS FOR SELECTED PROFESSIONAL PERSONNEL IN WESTERN NEW YORK.

SOURCE WESTERN NEW YORK REGIONAL OFFICE FOR EDUCATIONAL PLANNING, CHEEKTOWAGA.

NOTE 106 P.

PUB DATE 75

ABSTRACT

THIS STUDY IS DESIGNED TO PROVIDE EDUCATORS WITH COMPREHENSIVE AND ACCURATE INFORMATION CONCERNING THE SALARY AND FRINGE BENEFITS OF PROFESSIONAL PERSONNEL OF THE SCHOOL DISTRICTS IN THE SIX COUNTIES OF WESTERN NEW YORK STATE. A NUMBER OF NEW ITEMS OF INFORMATION ARE INTRODUCED IN THIS YEAR'S STUDY. FIRST, BUILDING ENROLLMENTS ARE GIVEN FOR PRINCIPALS' AND ASSISTANT PRINCIPALS' POSITIONS. FIVE GRAPHIC PRESENTATIONS SHOW THE RELATIONSHIP BETWEEN BUILDING ENROLLMENT AND SALARY. SECONDLY, IN RESPONSE TO INCREASING INTEREST SHOWN IN THE FRINGE BENEFIT AREAS OF NEGOTIATED CONTRACTS, THE FRINGE BENEFIT SECTIONS OF BOTH ADMINISTRATIVE AND INSTRUCTIONAL PERSONNEL ARE REPORTED IN GREATER DETAIL. EIGHTY-SIX PERCENT OF THE SCHOOL DISTRICTS IN WESTERN NEW YORK RESPONDED TO THE QUESTIONNAIRE. A NUMBER OF THE DISTRICTS WERE STILL IN THE PROCESS OF NEGOTIATIONS AT THE TIME THE STUDY WENT TO PRESS. (AUTHOR)

DESCRIPTORS
ADMINISTRATIVE PERSONNEL
CONTRACT SALARIES
FRINGE BENEFITS
INSTRUCTIONAL STAFF
PROFESSIONAL PERSONNEL
SABBATICAL LEAVES
SALARY DIFFERENTIALS
CONTRACTS
ELEMENTARY SECONDARY EDUCATION
HEALTH INSURANCE
PRINCIPALS
PUPIL PERSONNEL WORKERS
SALARIES
TEACHERS

IDENTIFIERS
NEW YORK

EDRS PRICE MF-$0.76 HC-$5.70 PLUS POSTAGE

GBA 7.601 COMPENSATION GUIDES AND CONTRACTS

REPORT NUMBER ED043939

TITLE A PLAN FOR INTERGROUP PARTICIPATION IN THE PROCESS OF DEVELOPING TEACHERS' SALARY SCHEDULES IN PUBLIC SCHOOLS: GUIDELINES FOR COOPERATIVE ACTION PATTERNS.

AUTHOR(S) DUNN, KENNETH JOHN

SOURCE EDUCATION COUNCIL FOR SCHOOL RESEARCH AND DEVELOPMENT, MINEOLA, N.Y.; ENGELHARDT, ENGELHARDT AND LEGGETT, INC., PURDY STATION, N.Y.

NOTE 219 P.; PREPARED IN PARTIAL FULFILLMENT OF DEGREE OF DOCTOR OF EDUCATION IN TEACHERS COLLEGE, COLUMBIA UNIVERSITY, (NEW YORK, FEBRUARY 20. 1967)

PUB DATE OCT 67

ABSTRACT

FOCUSING ON THEINTERACTION OF A POLICY-MAKING GROUP, AN ADMINISTRATIVE GROUP, AND A TEACHER GROUP, THIS STUDY IS INTENDED AS (1) A RESOURCE AND REFERENCE FOR ISSUES AND CONTROVERSIES CONCERNING PERSONNEL POLICIES, (2) A GUIDE FOR DEVELOPING LOCAL POLICIES AND PROCEDURES, AND (3) A TOOL FOR ESTABLISHING EFFECTIVE ACTION PATTERNS IN LOCAL DISTRICTS. (AUTHOR/LLR)

DESCRIPTORS

ADMINISTRATIVE POLICY
BOARD OF EDUCATION POLICY
GROUP RELATIONS
PERSONNEL POLICY
SALARIES
ADMINISTRATOR GUIDES
COLLECTIVE NEGOTIATION
GUIDELINES
POLICY FORMATION
SCHOOL PERSONNEL

AVAILABILITY: UNIVERSITY MICROFILMS, A XEROX COMPANY, 300 NORTH ZEEB ROAD, ANN ARBOR, MICHIGAN 48103 (ORDER NO. 67-9443, MF $3.00, HC $10.15)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

GBA 7.601 COMPENSATION GUIDES AND CONTRACTS also GBAA 7.602 and GBBA 7.604

REPORT NUMBER EJ073111

TITLE TEACHERS AND OTHER EMPLOYEES

AUTHOR(S) NOLTE, M. CHESTER

PUB DATE 72

ABSTRACT

REVIEWS 1972 STATE AND FEDERAL COURT CASES AFFECTING TEACHERS AND THEIR (1) ELIGIBILITY TO TEACH, (2) CERTIFICATION REQUIREMENTS, (3) CONDITIONS OF EMPLOYMENT, (4) CONTRACTS, AND (5) RIGHTS TO DUE PROCESS. (JF)

DESCRIPTORS

ACADEMIC FREEDOM
COURT CASES
LEAVE OF ABSENCE
TEACHER CERTIFICATES
TEACHERS
CONTRACTS
DUE PROCESS
RETIREMENT
TEACHER EMPLOYMENT
TENURE

CITATION YEARBOOK OF SCHOOL LAW; 107-156

GBAA 7.602 CONTRACTS AND DEADLINES also, GBA 7.601 and GBBA 7.604

REPORT NUMBER EJ073111

TITLE TEACHERS AND OTHER EMPLOYEES

AUTHOR(S) NOLTE, M. CHESTER

PUB DATE 72

ABSTRACT

REVIEWS 1972 STATE AND FEDERAL COURT CASES AFFECTING TEACHERS AND THEIR (1) ELIGIBILITY TO TEACH, (2) CERTIFICATION REQUIREMENTS, (3) CONDITIONS OF EMPLOYMENT, (4) CONTRACTS, AND (5) RIGHTS TO DUE PROCESS. (JF)

DESCRIPTORS

ACADEMIC FREEDOM
COURT CASES
LEAVE OF ABSENCE
TEACHER CERTIFICATES
TEACHERS
CONTRACTS
DUE PROCESS
RETIREMENT
TEACHER EMPLOYMENT
TENURE

CITATION YEARBOOK OF SCHOOL LAW; 107-156

GBAA 7.602 CONTRACTS AND DEADLINES

REPORT NUMBER ED114911

TITLE SALARYFAX 1974-75 FOR SEVEN SCHOOL DISTRICTS.

SOURCE ALBURQUERQUE PUBLIC SCHOOLS, N. MEX.

NOTE 55 P.; FOR RELATED DOCUMENTS SEE EA 007 616-617; NOT AVAILABLE FROM EDRS DUE TO PROBLEMS IN REPRODUCTION

PUB DATE MAR 75

ABSTRACT

THIS STUDY COMPARES SALARIES AS WELL AS BENEFITS OF SCHOOL DISTRICT PERSONNEL IN THE SEVEN METROPOLITAN SCHOOL DISTRICTS THAT INCLUDE ALBUQUERQUE, NEW MEXICO; DENVER, COLORADO; PHONIX AND TUCSON, ARIZONA; WICHITA, KANSAS; AND MOBILE, ALABAMA. THE TABLES AGGREGATE ALL THE ELEMENTS IN THE TOTAL COMPENSATION PACKAGE FOR EACH CATEGORY OF EMPLOYEE AND COMPARE THEN BETWEEN THE SEVEN DISTRICTS REVIEWED. DETAILS CONCERNING AVAILABLE FRINGE BENEFITS IN EACH DISTRICT ARE RECORDED IN DOLLARS AS WELL AS PERCENTAGES TO PROVIDE MATERIAL FOR MAKING ALTERNATIVE COMPARISONS USING THE SAME BASIC MATERIAL. (AUTHOR/MLF)

DESCRIPTORS

COMPARATIVE ANALYSIS
ELEMENTARY SECONDARY EDUCATION
RESOURCE ALLOCATIONS
SCHOOL DISTRICTS
SCHOOL PLANNING
COMPARATIVE STATISTICS
FRINGE BENEFITS
SALARIES
SCHOOL PERSONNEL
TABLES (DATA)

AVAILABILITY: DIRECTOR, ORGANIZATION, ANALYSIS AND RESEARCH, ALBURQUERQUE PUBLIC SCHOOLS, P.O. BOX 25704, ALBUQUERQUE, NEW MEXICO 87125 ($3.50)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS

GBAA 7.602 CONTRACTS AND DEADLINES

REPORT NUMBER ED043939

TITLE A PLAN FOR INTERGRUP PARTICIPATION IN THE PROCESS OF DEVELOPING TEACHERS' SALARY SCHEDULES IN PUBLIC SCHOOLS: GUIDELINES FOR COOPERATIVE ACTION PATTERNS.

AUTHOR(S) DUNN, KENNETH JOHN

SOURCE EDUCATION COUNCIL FOR SCHOOL RESEARCH AND DEVELOPMENT, MINEOLA, N.Y.; ENGELHARDT, ENGELHARDT AND LEGGETT, INC., PURDY STATION, N.Y.

NOTE 219 P.; PREPARED IN PARTIAL FULFILLMENT OF DEGREE OF DOCTOR OF EDUCATION IN TEACHERS COLLEGE, COLUMBIA UNIVERSITY, (NEW YORK, FEBRUARY 20, 1967)

PUB DATE OCT 67

ABSTRACT

FOCUSING ON THE INTERACTION OF A POLICY-MAKING GROUP, AN ADMINISTRATIVE GROUP, AND A TEACHER GROUP, THIS STUDY IS INTENDED AS (1) A RESOURCE AND REFERENCE FOR ISSUES AND CONTROVERSIES CONCERNING PERSONNEL POLICIES, (2) A GUIDE FOR DEVELOPING LOCAL POLICIES AND PROCEDURES, AND (3) A TOOL FOR ESTABLISHING EFFECTIVE ACTION PATTERNS IN LOCAL DISTRICTS. (AUTHOR/LLR)

DESCRIPTORS

ADMINISTRATIVE POLICY
BOARD OF EDUCATION POLICY
GROUP RELATIONS
PERSONNEL POLICY
SALARIES
ADMINISTRATOR GUIDES
COLLECTIVE NEGOTIATION
GUIDELINES
POLICY FORMATION
SCHOOL PERSONNEL

AVAILABILITY: UNIVERSITY MICROFILMS, A XEROX COMPANY, 300 NORTH ZEEB ROAD, ANN ARBOR, MICHIGAN 48103 (ORDER NO. 67-9443, MF $3.00, HC $10.15)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

GBAA 7.602 CONTRACTS AND DEADLINES

REPORT NUMBER ED052526

TITLE A LINEAR PROGRAMMING APPROACH TO POSITION-SALARY EVALUATION IN SCHOOL PERSONNEL ADMINISTRATION.

AUTHOR(S) BRUNO, JAMES E.

NOTE 29 P.

PUB DATE FEB 69

ABSTRACT

THE LINEAR PROGRAMING APPROACH TO POSITION-SALARY EVALUATION OF SCHOOL DISTRICT PERSONNEL ALLOWS THE DISTRICT TO CALCULATE A SYSTEM OF RELATIVE WEIGHTS THAT ESTABLISH THE RELATIONSHIP OF ONE POSITION TO ANOTHER IN QUANTITATIVE TERMS. THE MODEL PROVIDES AN INTERNALLY CONSISTENT, EFFECTIVE ASSESSMENT OF AN INDIVIDUAL'S RELATIVE WORTH TO THE SCHOOL DISTRICT IN TERMS OF SALARY. LINEAR PROGRAMING MODELS PROVIDE FAIRLY SOPHISTICATED METHODS FOR EFFICIENT ALLOCATIONS OF RESOURCES CONSISTENT WITH THE OBJECTIVES AND CONSTRAINTS OF THE SCHOOL DISTRICT. A RELATED DOCUMENT IS EA 003 594. (AUTHOR/RA)

DESCRIPTORS
EDUCATIONAL ADMINISTRATION
LINEAR PROGRAMING
MANAGEMENT SYSTEMS
ORGANIZATION
PERSONNEL MANAGEMENT
SALARIES
SCHOOL PERSONNEL
TEACHER SALARIES
EVALUATION
MANAGEMENT
MATHEMATICAL MODELS
PERSONNEL EVALUATION
RESOURCE ALLOCATIONS
SALARY DIFFERENTIALS
SYSTEMS ANALYSIS

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

GBAA 7.602 CONTRACTS AND DEADLINES

REPORT NUMBER ED052527

TITLE SALARY SCHEMES FOR EDUCATIONAL PERSONNEL WHICH REFLECT SCHOOL-DISTRICT PRIORITIES.

AUTHOR(S) BRUNO, JAMES E.

NOTE 34 P.

PUB DATE FEB 69

ABSTRACT

THIS PAPER PRESENTS A PROPOSED ANALYTICAL METHOD, BASED ON LINEAR PROGRAMING TECHNIQUES THAT CAN BE USED BY SCHOOL DISTRICTS FOR SALARY EVALUATION OF PROFESSIONAL PERSONNEL. LINEAR PROGRAMING TECHNIQUES ALLOW FOR SCHOOL DISTRICT OBJECTIVES AND CONSTRAINTS AND PROVIDE AN INTERNALLY CONSISTENT, EFFECTIVE ASSESSMENT OF AN EMPLOYEE'S RELATIVE WORTH TO THE SCHOOL DISTRICT IN TERMS OF SALARY. A SIMILAR DOCUMENT IS EA 003 593. (AUTHOR/RA)

DESCRIPTORS

EDUCATIONAL ADMINISTRATION
EDUCATIONAL OBJECTIVES
MANAGEMENT
MATHEMATICAL MODELS
PERSONNEL MANAGEMENT
SALARIES
SCHOOL PERSONNEL
EDUCATIONAL NEEDS
LINEARY PROGRAMING
MANAGEMENT SYSTEMS
PERSONNEL EVALUATION
RESOURCE ALLOCATIONS
SALARY DIFFERENTIALS
TEACHER SALARIES

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

GBAA 7.602 CONTRACT AND DEADLINES

REPORT NUMBER ED114909

TITLE SALARYFAX FOR NINE DISTRICTS 1972-73

SOURCE ALBUQUERQUE PUBLIC SCHOOLS, N. MEX.

NOTE 83 P.; FOR RELATED DOCUMENT SEE EA 007 617-618; NOT AVAILABLE FROM EDRS DUE TO PROBLEMS IN REPRODUCTION

PUB DATE MAR 73

ABSTRACT

THIS STUDY COMPARES SALARIES AS WELL AS BENEFITS OF SCHOOL DISTRICT PERSONNEL IN THE NINE METROPOLITAN SCHOOL DISTRICTS THAT INCLUDE ALBUQUERQUE, NEW MECIXO; DENVER, COLORADO; EL PASO, TEXAS; MEMPHIS, TENNESSEE; PHOENIX AND TUCSON, ARIZONA; WICHITA, KANSAS; AND MOBILE, ALABAMA. THE TABLES AGGREGATE ALL THE ELEMENTS IN THE TOTAL COMPENSATION PACKAGE FOR EACH CATEGORY OF EMPLOYEE AND COMPARE THEM BETWEEN THE NINE DISTRICTS REVIEWED. DETAILS CONCERNING AVAILABLE FRINGE BENEFITS IN EACH DISTRICT ARE RECORDED IN DOLLARS AS WELL AS PERCENTAGES TO PROVIDE MATERIAL FOR MAKING ALTERNATIVE COMPARISONS USING THE SAME BASIC MATERIAL. (AUTHOR/MLF)

DESCRIPTORS

COMPARATIVE ANALYSIS
ELEMENTARY SECONDARY EDUCATION
RESOURCE ALLOCATIONS
SCHOOL DISTRICTS
SCHOOL PLANNING
COMPARATIVE STATISTICS
FRINGE BENEFITS
SALARIES
SCHOOL PERSONNEL
TABLES (DATA)

AVAILABILITY: DIRECTOR, ORGANIZATION, ANALYSIS AND RESEARCH, ALBUQUERQUE PUBLIC SCHOOLS, P.O. BOX 25074, ALBUQUERQUE, NEW MEXICO 87125 ($2.50)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

GBAA 7.602 CONTRACTS AND DEADLINES

REPORT NUMBER ED114910

TITLE SALARYFAX FOR EIGHT SCHOOL DISTRICTS 1973-74.

SOURCE ALBUQUERQUE PUBLIC SCHOOLS, N. MEX.

NOTE 54 P.; FOR RELATED DOCUMENTS, SEE EA 007 616 AND 618; NOT AVAILABLE FROM EDRS DUE TO REPRODUCTION PROBLEMS

PUB DATE MAR 74

ABSTRACT

THIS STUDY COMPARES SALARIES AS WELL AS BENEFITS OF SCHOOL DISTRICT PERSONNEL IN THE EIGHT METROPOLITAN SCHOOL DISTRICTS THAT INCLUDE ALBUQUERQUE, NEW MEXICO; DENVER, COLORADO; EL PASO, TEXAS; PHOENIX AND TUSCON, ARIZONA; WICHITA, KANSAS; AND MOBILE, ALABAMA. THE TABLES AGGREGATE ALL THE ELEMENTS IN THE TOTAL COMPENSATION PACKAGE FOR EACH CATEGORY OF EMPLOYEE AND COMPARE THEM BETWEEN THE EIGHT DISTRICTS REVIEWED. DETAILS CONCERNING AVAILABLE FRINGE BENEFITS IN EACH DISTRICT ARE RECORDED IN DOLLARS AS WELL AS PERCENTAGES TO PROVIDE MATERIAL FOR MAKING ALTERNATIVE COMPARISONS USING THE SAME BASIC MATERIAL. (AUTHOR/MLF)

DESCRIPTORS

COMPARATIVE ANALYSIS
ELEMENTARY SECONDARY EDUCATION
RESOURCE ALLOCATIONS
SCHOOL DISTRICTS
SCHOOL PLANNING
COMPARATIVE STATISTICS
FRINGE BENEFITS
SALARIES
SCHOOL PERSONNEL
TABLES (DATA)

AVAIBLABILITY: DIRECTOR, ORGANIZATION, ANALYSIS AND RESEARCH, ALBUQUERQUE PUBLIC SCHOOLS, P.O. BOX 25704, ALBUQUERQUE, NEW MEXICO 87125 ($2.50)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

GBAA 7.602 CONTRACTS AND DEADLINES

REPORT NUMBER	ED114948
TITLE	SALARIES AND FRINGE BENEFITS, PROFESSIONAL PERSONNEL, 1973-1974, AND ADDENDA. A STUDY OF THE SALARY AND FRINGE BENEFITS FOR SELECTED PROFESSIONAL PERSONNEL IN WESTERN NEW YORK.
SOURCE	WESTERN NEW YORK REGIONAL OFFICE FOR EDUCATIONAL PLANNING, CHEEKTOWAGA.
NOTE	97 P.
PUB DATE	74

ABSTRACT

TO MAKE THIS STUDY MORE RESPONSIVE TO THE NEEDS OF THE NEGOTIATIONS PROCESS, MANY CHANGES HAVE BEEN MADE SINCE 1955 WHEN THE FIRST SALARY STUDY WAS CONDUCTED. THESE CHANGES ARE THE DIRECT OUTCOME OF THE MANY SUGGESTIONS RECEIVED FROM AREA EDUCATORS. THIS YEAR'S STUDY, FOR INSTANCE, HAS ELIMINATED DATA ON SALARIES OF BOARD OF EDUCATION PERSONNEL. IT WAS FOUND THAT THESE WERE NOT USED IN NEGOTIATIONS SINCE THEY DO NOT LEND THEMSELVES TO MEANINGFUL COMPARISONS. A LATE REQUEST WAS MADE THAT BOARD OF COOPERATIVE EDUCATIONAL SERVICES (BOCES) SALARIES BE INCLUDED IN THIS STUDY. THIS HAS BEEN DONE, EVEN THOUGH THE QUESTIONNARIE WAS NOT DESIGNED TO INCLUDE BOCES PERSONNEL. (AUTHOR)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
CONTRACT SALARIES
FRINGE BENEFITS
PRINCIPALS
SABBATICAL LEAVES
SALARY DIFFERENTIALS
CONTRACTS
ELEMENTARY SECONDARY EDUCATION
HEALTH INSURANCE
PROFESSIONAL PERSONNEL
SALARIES
TEACHERS

IDENTIFIERS

NEW YORK

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REPORT NUMBER ED10043

TITLE SALARIES PAID PROFESSIONAL PERSONNEL IN PUBLIC SCHOOLS, 1974-75. PART 2 OF NATIONAL SURVEY OF SALARIES AND WAGES IN PUBLIC SCHOOLS. AN ERS REPORT.

AUTHOR(S) STIEBER, GERTRUDE N.

SOURCE EDUCATIONAL RESEARCH SERVICE, WASHINGTON, D.C.

NOTE 97 P.; A RELATED DOCUMENT IS EA 006 663

PUB DATE 75

ABSTRACT

THIS IS THE SECOND VOLUME IN A THREE-VOLUME SERIES THAT MAKES UP THE COMPLETE REPORT ON THE SALARIES AND WAGES IN THE PUBLIC SCHOOLS IN 1974-75. THE FIRST VOLUME REPORTS SALARIES SCHEDULED FOR PROFESSIONAL PERSONNEL, AND THE THIRD VOLUME REPORTS HOURLY WAGE RATES AND ANNUAL SALARIES PAID SUPPORT PERSONNEL. THIS VOLUME PRESENTS DATA ON SALARIES ACTUALLY PAID PROFESSIONAL PERSONNEL BY SCHOOL SYSTEMS IN THE SCHOOL YEAR 1974-75. IT PRESENTS THE LOWEST AND HIGHEST SALARIES PAID INDIVIDUALS IN EACH PROFESSIONAL POSITION CATEGORY SURVEYED, THE NUMBER OF PERSONS EMPLOYED, AND THE AVERAGE OF ALL SALARIES PAID TO PERSONS EMPLOYED IN EACH CATEGORY. THE SURVEY, TAKEN IN THE FALL OF 1974, FOCUSES ON 22 PROFESSIONAL AND 10 SUPPORT POSITIONS. THESE POSITIONS ARE FILLED BY PEOPLE SUCH AS SUPERINTENDENTS, CENTRAL OFFICE ADMINISTRATORS, PRINCIPALS, CLASSROOM TEACHERS, TEACHER AIDES, SECRETARIES, CLERKS, CUSTODIANS, AND BUS DRIVERS. THE SAMPLE, RANDOMLY-SELECTED FROM ALL PUBLIC SCHOOL SYSTEMS ENROLLING 300 OR MORE PUPILS, WAS STRATIFIED TO PROVIDE DATA FOR SMALL AND VERY SMALL SCHOOL SYSTEMS AS WELL AS FOR MEDIUM AND LARGE SYSTEMS. THE 729 RESPONDING SCHOOL SYSTEMS REPORTED SALARY AND WAGE DATA COVERING MORE THAN 1.1 MILLION EMPLOYEES-APPROXIMATELY ONE-THIRD OF ALL PERSONS EMPLOYED BY THE NATION'S PUBLIC SCHOOLS IN 1974-75. (AUTHOR/DN)

DESCRIPTORS

CONTRACT SALARIES
NATIONAL SURVEYS
PROFESSIONAL PERSONNEL
SALARIES
SCHOOL DISTRICT SPENDING
SUPERINTENDENTS
TEACHER SALARIES
ELEMENTARY SECONDARY EDUCATION
PRINCIPALS
PUBLIC SCHOOL SYSTEMS
SALARY DIFFERENTIALS
SCHOOL PERSONNEL
TABLES (DATA)
WAGES

AVAILABILITY: EDUCATIONAL RESEARCH SERVICE, INC., 1815 NORTH FORT MYER DRIVE, ARLINGTON, VIRGINIA 22209 ($10.00, SINGLE COPY; $25.00, THREE-VOLUME SET; QUANTITY DISCOUNTS)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

GBAA 7.602 CONTRACTS AND DEADLINES

REPORT NUMBER ED100042

TITLE SCHEDULED SALARIES FOR PROFESSIONAL PERSONNEL IN PUBLIC SCHOOLS, 1974-75. PART 1 OF NATIONAL SURVEY OF SALARIES AND WAGES IN PUBLIC SCHOOLS. AN ERS REPORT.

AUTHOR(S) STIEBER, GERTRUDE N.

SOURCE EDUCATIONAL RESEARCH SERVICE, WASHINGTON, D.C.

NOTE 63 P.; A RELATED DOCUMENT IS EA 006 664

PUB DATE 75

ABSTRACT

THIS IS THE FIRST VOLUME IN A THREE-VOLUME SERIES THAT MAKES UP THE COMPLETE REPORT ON SALARIES AND WAGES IN THE PUBLIC SCHOOLS IN 1974-75. THIS VOLUME REPORTS SALARIES SCHEDULED FOR PROFESSIONAL PERSONNEL BY SCHOOL SYSTEMS IN THE 1974-75 SCHOOL YEAR. IT REPORTS THE MINUMUM AND MAXIMUM RANGE OF THE SALARY SCHEDULE ON WHICH PERSONNEL IN EACH OF THE SELECTED PROFESSIONAL POSITIONS MAY BE PLACED FOR SALARY PURPOSES. IN PRACTICE, HOWEVER, IT MAY BE THAT NO PERSON IS ACTUALLY PAID EITHER AT THE MINIMUM OR MAXIMUM STEPS OF THE SCALE. THE SURVEY, TAKEN IN THE FALL OF 1974, FOCUSES ON 22 PROFESSIONAL AND 10 SUPPORT POSITIONS SELECTED TO REPRESENT THE FULL SCOPE OF PUBLIC SCHOOL EMPLOYMENT. THESE POSITIONS ARE FILLED BY PEOPLE SUCH AS SUPERINTENDENTS, CENTRAL OFFICE ADMINISTRATORS, PRINCIPALS, CLASSROOM TEACHERS, TEACHER AIDES, SECRETARIES, CLERKS, CUSTODIANS, AND BUS DRIVERS. THE SAMPLE, RANDOMLY-SELECTED FROM ALL PUBLIC SCHOOL SYSTEMS ENROLLING 300 OR MORE PUPILS, WAS STRATIFIED TO PROVIDE DATA FOR SMALL AND VERY SMALL SCHOOL SYSTEMS AS WELL AS FOR MEDIUM AND LARGE SYSTEMS. THE 729 RESPONDING SCHOOL SYSTEMS REPORTED SALARY AND WAGE DATA COVERING MORE THAN 1.1 MILLION EMPLOYEES--APPROXIMATEDLY ONE-THIRD OF ALL PERSONS EMPLOYED BY THE NATION'S PUBLIC SCHOOLS IN 1974-75. (AUTHOR/DN)

DESCRIPTORS

CONTRACT SALARIES
NATIONAL SURVEYS
PROFESSIONAL PERSONNEL
SALARIES
SCHOOL DISTRICT SPENDING
SUPERINTENDENTS
TEACHER SALARIES
ELEMENTARY SECONDARY EDUCATION
PRINCIPALS
PUBLIC SCHOOL SYSTEMS
SALARY DIFFERENTIALS
SCHOOL PERSONNEL
TABLES (DATA)
WAGES

AVAILABILITY: EDUCATIONAL RESEARCH SERVICE, INC., 1815 NORTH FORT MYER DRIVE, ARLINGTON, VIRGINIA 22209 ($10.00, SINGLE COPY; $25.00, THREE-VOLUME SET; QUANTITY DISCOUNTS)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

GBAA 7.602 CONTRACTS AND DEADLINES

REPORT NUMBER ED101484

TITLE WAGES AND SALARIES PAID SUPPORT PERSONNEL IN PUBLIC SCHOOLS, 1974-75. PART 3: NATIONAL SURVEY OF SALARIES AND WAGES IN PUBLIC SCHOOLS.

AUTHOR(S) STIEBER, GERTRUDE N.

SOURCE EDUCATIONAL RESEARCH SERVICE, WASHINGTON, D.C.

NOTE 66 P.; RELATED DOCUMENTS ARE ED 100 042 AND 043

PUB DATE 75

ABSTRACT

THIS PUBLICATION IS PART 3 OF A THREE-PART REPORT ON A NATIONAL SURVEY OF SALARIES AND WAGES IN THE PUBLIC SCHOOLS. THE SURVEY, CONDUCTED IN FALL 1974, COLLEDTED DATA ON SALARIES OR ANNUAL EARNINGS OF FIVE SELECTED CLERICAL POSITIONS AND ON HOURLY WAGE RATES OF FIVE SELECTED NONCLERICAL SUPPORT POSITIONS. THE CLERICAL CATEGORY INCLUDES SECRETARIES/STENOGRAPHERS, ACCOUNTING OR PAYROLL CLERKS, AND CLERK-TYPISTS EMPLOYED IN CENTRAL-OFFICE POSITIONS AS WELL AS SCHOOL SECRETARIES/STENOGRAPHERS AND LIBRARY CLERKS EMPLOYED IN INDIVIDUAL SCHOOL BUILDINGS. THE NONCLERICAL SUPPORT CATEGORY INCLUDES INSTRUCTIONAL AND NONINSTRUCTIONAL TEACHER AIDES, BUILDING CUSTODIANS, CAFETERIA WORKERS, AND BUS DRIVERS. THE PURPOSE OF THE SURVEY IS TO PROVIDE SCHOOL ADMINISTRATORS WITH ACCURATE, TIMELY, AND RELIABLE DATA FOR COMPARATIVE PURPOSES. WAGE AND SALARY DATA ARE ANALYZED ACCORDING TO FOUR ENROLLMENT GROUPINGS, FOUR PER PUPIL EXPENDITURE LEVELS, EIGHT GEOGRAPHIC REGIONS, AND BY TABULAR LISTINGS OF INDIVIDUAL DISTRICTS. THE FIRST VOLUME (PART 1) REPORTS SALARIES SCHEDULED FOR PROFESSIONAL PERSONNEL. THE SECOND VOLUME (PART 2) REPORTS SALARIES ACTUALLY PAID PROFESSIONAL PERSONNEL. (AUTHOR/DN)

DESCRIPTORS

ANCILLARY SERVICES
ELEMENTARY SECONDARY EDUCATION
NATIONAL SURVEYS
SALARIES
SCHOOL PERSONNEL
STUDENT TRANSPORTATION
WAGES
CLERICAL WORKERS
FOOD SERVICE WORKERS
PUBLIC SCHOOLS
SCHOOL MAINTENANCE
SCHOOL SECRETARIES
TEACHER AIDES

IDENTIFIERS

SUPPORT PERSONNEL

AVAILABILITY: EDUCATIONAL RESEARCH SERVICE, INC., 1815 NORTH FORT MYER DRIVE, ARLINGTON, VIRGINIA 22209 ($10.00, SINGLE COPY; $25.00, THREE-VOLUME SET; QUANTITY DISCOUNTS)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

REPORT NUMBER ED108310

TITLE MANAGEMENT AUDIT OF SELECTED ALABAMA LOCAL SCHOOL SYSTEMS.

SOURCE ALABAMA EDUCATION STUDY COMMISSION, MONTGOMERY.;
GRIFFENHAGEN-KROEGER, INC., SAN FRANCISCO, CALIF.

NOTE 79 P.

PUB DATE APR 73

ABSTRACT

THIS COMBINED MANAGEMENT AUDIT AND PERSONNEL STAFFING SURVEY OF A SAMPLE OF ALABAMA SCHOOLS REPORTS RECOMMENDATIONS FOR POLICY CHANGES TO THE ALABAMA EDUCATION STUDY COMMISSION. POLICY CHANGES IN EDUCATIONAL MANAGEMENT ARE SUGGESTED WITH RESPECT TO SCHOOL ORGANIZATION, STATE FUND APPORTIONMENT PROCEDURES, CURRICULUM DEVELOPMENT, TEST SCORING, BUDGETING PROCEDURES, ADMINISTRATOR TRAINING, TECHNICAL ASSISTANCE TO LOCAL DISTRICTS, FINANCIAL MANAGEMENT, BUSINESS AND MAINTENANCE OPERATIONS, BUS TRANSPORTATION, INTERSYSTEM COOPERATION, SCHOOL CONSOLIDATION, AND SUPPORTING SERVICES. CHANGES RECOMMENDED IN PERSONNEL STAFFING INVOLVE STANDARDS FOR HIRING NEW VOCATIONAL TEACHERS, CLERICAL POSITIONS, SELECTION PROCESSES, STAFF TRAINING, COLLECTIVE BARGAINING, AND ESEA, TITLE I. (DW)

DESCRIPTORS

CURRICULUM DEVELOPMENT
EDUCATIONAL FINANCE
ELEMENTARY SECONDARY EDUCATION
MANAGEMENT DEVELOPMENT
PERSONNEL MANAGEMENT
POLICY FORMATION
PURCHASING
SCHOOL ORGANIZATION
STATE AID
TRANSPORTATION
EDUCATIONAL ADMINISTRATION
EDUCATIONAL POLICY
MAINTENANCE
PERSONNEL EVALUATION
PERSONNEL SELECTION
PROGRAM BUDGETING
REGIONAL COOPERATION
STAFF UTILIZATION
TECHNICAL ASSISTANCE

EDRS PRICE MF-$0.76 HC-$4.43 PLUS POSTAGE

GBB 7.603 PROFESSIONAL POSITIONS

REPORT NUMBER ED068435

TITLE A STUDY IN SCHOOL PERSONNEL POLICY. PROMOTION FROM WITHIN THE DISTRICT.

AUTHOR(S) KEANE, WILLIAM G.

NOTE 30 P.

PUB DATE 68

ABSTRACT

THIS REPORT EXAMINES THE ASSERTION THAT SELECTIONS FOR PROMOTION TO ADMINISTRATIVE AND SUPERVISORY POSITION SHOULD BE MADE FROM PERSONNEL WITHIN THE DISTRICT AND THAT IT IS ECONOMICALLY AND EDUCATIONALLY BENEFICIAL FOR SCHOOL DISTRICTS TO CARRY ON ACTIVE PROGRAMS TO IDENTIFY LEADERSHIP POTENTIAL. FEW RESEARCH FINDINGS ARE AVAILABLE TO SUBSTANTIATE THIS ASSERTATION, BUT AN EXAMINATION OF THE LITERATURE ON INDUSTRIAL MANAGEMENT SUGGESTS THAT, IN SPITE OF THE DIFFERENT STRUCTURE OF SCHOOL ORGANIZATION, BOTH KINDS OF INSTITUTIONS HAVE MANY COMMON PURPOSES IN SUPPORTING SUCH A PROGRAM. SOME OF THE OBJECTIONS PUT FORWARD INCLUDE THE DIFFICULTY OF IDENTIFYING THE POTENTIALLY GOOD ADMINISTRATOR, THE RELATIVELY SMALL NUMBER OF ADMINISTRATIVE JOBS AVAILABLE, AND POSSIBLE RESENTMENT ON THE PART OF OTHER EMPLOYEES. ADVANTAGES WOULD INCLUDE THE SATISFACTION OF EMPLOYEE AMBITION, INCREASED LOYALTY, MORE SATISFACTORY PLACEMENT OF EMPLOYEES, AND A REDUCTION IN RECRUITMENT COSTS. THE PROBLEM OF SCHOOL-UNIVERSITY RELATIONS IN CONNECTION WITH ADMINISTRATIVE TRAINING PROGRAMS IS BRIEFTLY NOTED. THE DOCUMENT INCLUDES A REPRINT FROM PERSONNEL JOURNAL ON EXECUTIVE DEVELOPMENT AND A 32-ITEM BIBLIOGRAPHY. (MBM)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
LEADERSHIP TRAINING
SCHOOL PERSONNEL
FACULTY PROMOTION
PERSONNEL POLICY

AVAILABILITY: A. C. CROFT, 1832 FRANKLIN ST., SANTA MONICA, CALIF. 90404 ($3.95)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

GBBA 7.604 QUALIFICATIONS also, GBC 7.605

REPORT NUMBER ED070180

TITLE AN ANALYSIS OF THE INFORMATIONAL ITEMS AND PROCEDURES USED IN THE SELECTION OF TEACHERS IN THE PUBLIC SCHOOL SYSTEMS OF LOUISIANA. FINAL REPORT.

AUTHOR(S) MAY, ROBERT E.; DOERGE, EVERETT G.

SOURCE LOUISIANNA STATE UNIV. AND A AND M COLL. SYSTEM, BATON ROUGE. SCHOOL OF VOCATIONAL EDUCATION.

NOTE 130 P.

PUB DATE 1 NOV 72

ABSTRACT

THIS REPORT DESCRIBES A STUDY DESIGNED TO IDENTIFY THE INFORMATIONAL AND PROCEDURAL ITEMS THAT SCHOOL ADMINISTRATORS BELIEVE TO BE USEFUL IN THE SELECTION OF TEACHERS FOR PUBLIC SCHOOL SYSTEMS. THE SUBJECTS FOR THE STUDY CONSISTED OF A PANEL OF 11 PERSONNEL ADMINISTRATION EXPERTS AND 66 LOUISIANA PUBLIC SCHOOL PERSONNEL DIRECTORS. A QUESTIONNAIRE WAS USED TO SECURE THE DATA WHICH WERE QUANTIFIED ACCORDING TO A 5-POINT RATING SCALE; AND THE ANALYSIS OF VARIANCE WAS USED FOR TESTING THE SIGNIFICANCE OF DIFFERENCE. WHERE A SIGNIFICANT F-SCORE RESULTED, THE 'T' TECHNIQUE WAS APPLIED TO DETERMINE THE LEVEL OF THE DIFFERENCE. THE STUDY FINDINGS REVEALED THAT (1) 19 INFORMATIONAL ITEMS WERE CONSIDERED TO BE FROM VERY IMPORTANT TO ESSENTIAL, 27 ITEMS TO BE FROM IMPORTANT TO VERY IMPORTANT, 19 ITEMS TO BE FROM LITTLE IMPORTANCE TO IMPORTANT, AND SIX ITEMS OF LITTLE OR NO IMPORTANCE IN THE SELECTION OF TEACHERS; (2) 12 PROCEDURAL ITEMS WERE CONSIDERED TO BE FROM VERY IMPORTANT TO ESSENTIAL, NINE FROM IMPORTANT TO VERY IMPORTANT, AND SEVEN FROM LITTLE IMPORTANCE TO IMPORTANT; AND (3) SCHOOL DISTRICTS IN REVISING OR UPDATING THEIR TEACHER SELECTION PROGRAMS SHOULD ADOPT THE FINDINGS OF THIS STUDY IN THEIR LOCAL SITUATIONS. (AUTHOR)

DESCRIPTORS

ACADEMIC ACHIEVEMENT
ADMINISTRATIVE PERSONNEL
INTERVIEWS
PERSONNEL POLICY
TEACHER CERTIFICATION
TEACHER SELECTION
ACADEMIC RECORDS
EDUCATIONAL RESEARCH
PERSONNEL DIRECTORS
TEACHER BACKGROUND
TEACHER QUALIFICATIONS
TEACHING EXPERIENCE

EDRS PRICE MF-$0.75 HC-$6.60 PLUS POSTAGE

GBBA 7.604 QUALIFICATIONS also, GBA 7.601 and GBAA 7.602

REPORT NUMBER EJ073111

TITLE TEACHERS AND OTHER EMPLOYEES

AUTHOR(S) NOLTE, M. CHESTER

PUB DATE 72

ABSTRACT

REVIEWS 1972 STATE AND FEDERAL COURT CASES AFFECTING TEACHERS AND THEIR (1) ELIGIBILITY TO TEACH, (2) CERTIFICATION REQUIREMENTS, (3) CONDITIONS OF EMPLOYMENT, (4) CONTRACTS, AND (5) RIGHTS TO DUE PROCESS. (JF)

DESCRIPTORS

ACADEMIC FREEDOM
COURT CASES
LEAVE OF ABSENCE
TEACHER CERTIFICATES
TEACHERS
CONTRACTS
DUE PROCESS
RETIREMENT
TEACHER EMPLOYMENT
TENURE

CITATION YEARBOOK OF SCHOOL LAW; 107-156

CBAA 7.604 QUALIFICATIONS

REPORT NUMBER ED079733

TITLE THE ENGLISH DEPARTMENT CHAIRMAN: A JOB DESCRIPTION.

AUTHOR(S) STERN, MALCOLM EUGENE

NOTE 150 P.; PH.D. DISSERTATION, NORTHWESTERN UNIVERSITY

PUB DATE 72

ABSTRACT

THE PURPOSE OF THIS STUDY WAS TO WRITE A JOB DESCRIPTION FOR THE SECONDARY SCHOOL ENGLISH DEPARTMENT CHAIRMAN AND TO TEST IT WITH ACTIVE ENGLISH CHAIRMEN. THE JOB DESCRIPTION AND QUESTIONNAIRE WERE SENT TO 50 PERCENT OF THE MEMBERSHIP OF THE CONFERENCE FOR SECONDARY SCHOOL ENGLISH DEPARTMENT CHAIRMEN, A NATIONAL COUNCIL OF TEACHERS OF ENGLISH (NCTE) AFFILIATE; 65.5 PERCENT OF THE QUESTIONNAIRES, REPRESENTING 44 STATES WERE RETURNED. AMONG THE CONCLUSIONS WERE: (1) THERE IS AN OBVIOUS NEED FOR A WRITTEN JOB DESCRIPTION FOR THE ENGLISH DEPARTMENT CHAIRMAN. (2) MANY CHAIRMEN ARE NEW TO THE JOB. (3) MOST CHAIRMEN WANT TO AND DO TEACH AT LEAST ONE CLASS. (4) EVALUATION OF CHAIRMEN IS HAPHAZARD AT BEST. (5) NEARLY ONE HALF OF THE CHAIRMEN HAVE OR TAKE NO RESPONSIBILITY FOR TEACHER EVALUATION. (6) CHAIRMEN ARE CONCERNED WITH THEIR OWN PROFESSIONAL GROWTH AS EVIDENCED BY READING HABITS, PARTICIPATION IN PROFESSIONAL ORGANIZATIONS, AND GRADUATE WORK. (7) ONLY 30 PERCENT OF THE CHAIRMEN HAVE TEACHING LOADS MEETING THE NCTE RECOMMENDATION OF BEING RELEASED FROM ONE CLASS FOR EVERY FIVE FULL TIME ENGLISH TEACHERS. (8) ADMINISTRATORS MUST GIVE CHAIRMEN GREATER SUPPORT BEFORE THE CHAIRMEN CAN BE EXPECTED TO DO AN EFFECTIVE JOB. (AUTHOR/DI)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
ADMINISTRATOR EDUCATION
ADMINISTRATOR RESPONSIBILITY
ENGLISH INSTRUCTION
JOB ANALYSIS
SECONDARY EDUCATION
ADMINISTRATOR BACKGROUND
ADMINISTRATOR EVALUATION
ENGLISH DEPARTMENTS
HIGH SCHOOL ORGANIZATION
OCCUPATIONAL INFORMATION
TEACHER EVALUATION

AVAILABILITY: UNIVERSITY MICROFILMS, A XEROX COMPANY, DISSERTATION COPIES, POST OFFICE BOX 1764, ANN ARBOR, MICHIGAN 48106 (ORDER NO. 73-10,295, MFILM $4.00 XEROGRAPHY $10.00)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

GBBA 7.604 QUALIFICATIONS ALSO, CGBB 3.509

REPORT NUMBER ED099774

TITLE	APPLICATION FOR THE SHORT TERM POSITIONS OF STATE REGIONAL RIGHT TO READ DIRECTORS AND JOB DESCRIPTION FOR THE CALIFORNIA REGIONAL RIGHT TO READ DIRECTOR POSITIONS.
SOURCE	CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO. RIGHT TO READ UNIT.
NOTE	6 P.
PUB DATE	74

ABSTRACT

THIS DOCUMENT CONSISTS OF AN APPLICATION FORM AND A JOB DESCRIPTION FOR THE SHORT TERM POSITIONS OF STATE REGIONAL RIGHT TO READ DIRECTORS FOR THE STATE OF CALIFORNIA. THE APPLICATION FORM ASKS FOR DEMOGRAPHIC FACTS AND INFORMATION ON ACADEMIC BACKGROUND, EMPLOYMENT EXPERIENCE, AND OTHER PROFESSIONAL EXPERIENCE. THE JOB DESCRIPTION DEFINES THE PROFESSIONAL FUNCTIONS OF A REGIONAL DIRECTOR WHICH INCLUDE ATTENDING A FOUR WEEK RIGHT TO READ TRAINING SESSION, ESTABLISHING A RIGHT TO READ OFFICE AND TRAINING SESSIONS OR WORKSHPS. ALSO LISTED ARE DESIRABLE QUALIFICATIONS WHICH INCLUDE A MINIMUM OF FIVE YEARS OF ELEMENTARY AND/OR SECONDARY TEACHING EXPERIENCE WITH EMPHASIS IN READING EDUCATION, A MINIMUM OF TWO YEARS OF EXPERIENCE IN AN ADMINISTRATIVE CAPACITY, A LETTER OF APPROVAL FROM THE APPLICANT'S SUPERIOR FOR PARTICIPATION IN THESE PLANS, AND AT LEAST ONE LETTER OF RECOMMENDATION. (WR)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
EMPLOYMENT QUALIFICATIONS
READING
ADMINISTRATOR SELECTION
JOB APPLICATION
READING PROGRAMS

IDENTIFIERS

CALIFORNIA
RIGHT TO READ

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

GBBA 7.604 QUALIFICATIONS ALSO, GBC 7.605

REPORT NUMBER ED070180

TITLE AN ANALYSIS OF THE INFORMATIONAL ITEMS AND PROCEDURES USED IN THE SELECTION OF TEACHERS IN THE PUBLIC SCHOOL SYSTEMS OF LOUISIANA. FINAL REPORT.

AUTHOR(S) MAY, ROBERT E.; DOERGE, EVERETT G.

SOURCE LOUISIANA STATE UNIV. AND A AND M COLL. SYSTEM, BATON ROUGE. SCHOOL OF VOCATIONAL EDUCATION.

NOTE 130 P.

PUB DATE 1 NOV 72

ABSTRACT

THIS REPORT DESCRIBES A STUDY DESIGNED TO IDENTIFY THE INFORMATIONAL AND PROCEDURAL ITEMS THAT SCHOOL ADMINISTRATORS BELIEVE TO BE USEFUL IN THE SELECTION OF TEACHERS FOR PUBLIC SCHOOL SYSTEMS. THE SUBJECTS FOR THE STUDY CONSISTED OF A PANEL OF 11 PERSONNEL ADMINISTRATION EXPERTS AND 66 LOUISIANA PUBLIC SCHOOL PERSONNEL DIRECTORS. A QUESTIONNAIRE WAS USED TO SECURE THE DATA WHICH WERE QUANTIFIED ACCORDING TO A 5-POINT RATING SCALE; AND THE ANALYSIS OF VARIANCE WAS USED FOR TESTING THE SIGNIFICANCE OF DIFFERENCE. WHERE A SIGNIFICANT F-SCORE RESULTED, THE 'T' TECHNIQUE WAS APPLIED TO DETERMINE THE LEVEL OF THE DIFFERENCE. THE STUDY FINDINGS REVEALED THAT (1) 19 INFORMATIONAL ITEMS WERE CONSIDERED TO BE FROM VERY IMPORTANT TO ESSENTIAL, 27 ITEMS TO BE FROM IMPORTANT TO VERY IMPORTANT, 19 ITEMS TO BE FROM LITTLE IMPORTANCE TO IMPORTANT, AND SIX ITEMS OF LITTLE OR NO IMPORTANCE IN THE SELECTION OF TEACHERS; (2) 12 PROCEDURAL ITEMS WERE CONSIDERED TO BE FROM VERY IMPORTANT TO ESSENTIAL, MINE FROM IMPORTANT TO VERY IMPORTANT, AND SEVEN FROM LITTLE IMPORTANCE TO IMPORTANT; AND (3) SCHOOL DISTRICTS IN REVISING OR UPDATING THEIR TEACHER SELECTION PROGRAMS SHOULD ADOPT THE FINDINGS OF THIS STUDY IN THEIR LOCAL SITUATIONS. (AUTHOR)

DESCRIPTORS

ACADEMIC ACHIEVEMENT
ADMINISTRATIVE PERSONNEL
INTERNIEWS
PERSONNEL POLICY
TEACHER CERTIFICATION
TEACHER SELECTION
ACADEMIC RECORDS
EDUCATIONAL RESEARCH
PERSONNEL DIRECTORS
TEACHER BACKGROUND
TEACHER QUALIFICATIONS
TEACHING EXPERIENCE

EDRS PRICE MF-$0.75 HC-$6.60 PLUS POSTAGE

GBC 7.605 RECRUITMENT AND HIRING also, CGK 3.514 and CGPA 3.60

REPORT NUMBER ED109832

TITLE IDENTIFICATION AND EVALUATION OF LEGAL CONSTRAINTS ON EDUCATIONAL PRODUCTIVITY. FINAL REPORT.

AUTHOR(S) LIEBERMAN, MYRON

SOURCE CITY UNIV. OF NEW YORK, N.Y. BERNARD BARUCH COLL.

NOTE 188 P.; BEST COPY AVAILABLE; APPENDIXES WILL REPRODUCE POORLY

PUB DATE 1 JUN 75

ABSTRACT

THIS STUDY IDENTIFIED AND EVALUATED STATE LEGAL CONSTRAINTS ON EDUCATIONAL PRODUCTIVITY. THREE POSSIBLE LEGAL CONSTRAINTS ON PRODUCTIVITY WERE IDENTIFIED: (1) STATE LASW PROVIDING FOR ADMINISTRATIVE TENURE, (2) STATE LEGISLATION ON SABBATICAL LEAVES, AND (3) STATE LAWS ON TERMS AND CONDITIONS OF EMPLOYMENT FOR TEACHERS. RELEVANT STATUTES WERE IDENTIFIED AND ANALYZED FOR THIS STUDY. PROPOSED FEDERAL LEGISLATION THAT WOULD AFFECT THESE STATE STATUTES, AND HENCE EDUCATIONAL PRODUCTIVITY, WAS ALSO ANALYZED. THE MAJOR CONCLUSIONS AND RECOMMENDATIONS ARE AS FOLLOWS: (1) LEGISLATED TERMS AND CONDITIONS OF EDUCATIONAL EMPLOYMENT ARE RESPONSIBLE FOR SIGNIFICANT INEFFICIENCIES THAT VARY CONSIDERABLY FROM STATE TO STATE; (2) THE STATE LEGISLATION ON EDUCATIONAL EMPLOYMENT IS LARGELY INCONSISTENT WITH A BARGAINING APPROACH TO EDUCATIONAL EMPLOYMENT; (3) THE EMERGENCE OF STATE PUBLIC EMPLOYEE COLLECTIVE BARGAINING LEGISLATION PROVIDES A FEASIBLE RATIONALE FOR REPEAL OR MODIFICATION OF STATUTORY TERMS AND CONDITIONS OF EMPLOYMENT THAT GENERATE MAJOR INEFFICIENCIES; AND (4) BOTH STATE AND FEDERAL PUBLIC EMPLOYEE BARGAINING LAWS, IF ENACTED, SHOULD RESOLVE POTENTIAL CONFLICTS BETWEEN CONTRACTUAL AGREEMENTS AND STATE STATUTES AND, INSOFAR AS FEASIBLE, ELIMINATE STATE RESTRICTIONS ON EDUCATIONAL PRODUCTIVITY. (AUTHOR)

DESCRIPTORS

ACADEMIC ACHIEVEMENT
CONTRACT SALARIES
EDUCATIONAL LEGISLATION
FEDERAL LEGISLATION
PRODUCTIVITY
STATE BOARDS OF EDUCATION
STATE STANDARDS
COLLECTIVE BARGAINING
EDUCATIONAL ASSESSMENT
ELEMENTARY SECONDARY EDUCATION
POLICY
SABBATICAL LEAVES
STATE LEGISLATION
TENURE

EDRS PRICE MF-$0.76 HC-$9.51 PLUS POSTAGE

GBC 7.605 RECRUITMENT AND HIRING

REPORT NUMBER ED014121

TITLE STAFFING NEW PROGRAMS, A RESEARCH STUDY.

AUTHOR(S) KRANTZ, LAVERN L.

SOURCE OHIO UNIV., ATHENS. CENTER FOR EDUCATIONAL RESEARCH AND SERVICE.

NOTE 16 P.

PUB DATE 1 OCT 66

ABSTRACT

ANALYSIS OF DATA FROM 146 SCHOOLS ACROSS THE COUNTRY SHOWS ACQUISITION OF QUALIFIED STAFF PERSONNEL TO BE A MAJOR DIFFICULTY IN OPERATING NEW SCHOOL PROGRAMS. THE EIGHT MOST DIFFICULT PROGRAMS TO STAFF WERE PRESCHOOL, REMEDIAL READING, ELEMENTARY SCHOOL LIBRARIANS, SOCIAL WORKERS, TEACHERS FOR EMOTIONALLY DISTURBED CHILDREN, PSYCHOLOGISTS, SPEECH THERAPISTS, AND PSYCHIATRISTS. DIVERTING PERSONNEL TO NEW PROGRAMS WEAKENS THE REGULAR PROGRAMS. OTHER DIFFICULTIES INCLUDE INSUFFICIENT NOTICE TO PLAN AN ADEQUATE STAFF RECRUITMENT PROGRAM, INADEQUATE JOB DESCRIPTIONS, DETERMINATION OF WAGE RATES, AND LACK OF JOB SECURITY. IN ALL FIVE GEOGRAPHICAL REGIONS, MORE PROGRAMS WERE FUNDED BY PL 89-10, THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, THAN BY OTHER FEDERAL, LOCAL, OR GOUNDATION FUNDS. COUNTY SCHOOL SYSTEMS ENCOUNTERED MORE DIFFICULTY THAN CITY OR LOCAL SYSTEMS IN TEACHER RECRUITMENT FOR NEW PROGRAMS. LARGE SCHOOL DISTRICTS REPORTED THE GREATEST DIFFICULTY IN RECRUITING PERSONNEL FOR REMEDIAL, SPEECH IMPROVEMENT, PRESCHOOL, AND VOCATIONAL CLASSES AND FOR PSYCHIATRIC AND EXPANDED HEALTH SERVICES. SMALLER DISTRICTS EXPERIENCED THE GREATEST DIFFICULTY RECRUITING COUNSELING PERSONNEL. ESTABLISHING A SEPARATE SET OF PERSONNEL POLICIES FOR NON-CERTIFICATED STAFF, COORGINATING SALARY SCHEDULES, AND IMPROVING RECRUITING TECHNIQUES ARE RECOMMENDED. THIS ARTICLE IS PUBLISHED IN 'PERSONNEL ADMINISTRATION RESEARCH STUDIES, 1966,' AVAILABLE FROM THE CENTER OF EDUCATIONAL RESEARCH AND SERVICE, COLLEGE OF EDUCATION, OHIO UNIVERSITY, ATHENS, OHIO 45701, FOR $1.00. (JK)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
FEDERAL PROGRAMS
OCCUPATIONAL INFORMATION
SCHOOL DISTRICTS
SPECIAL PROGRAMS
EMPLOYMENT PROBLEMS
GEOGRAPHIC LOCATION
PERSONNEL POLICY
SCHOOL PERSONNEL
TEACHER RECRUITMENT

IDENTIFIERS

ATHENS
RICHMAND
INSTRUCTION STAFF

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

GBC 7.605 RECRUITMENT AND HIRING

REPORT NUMBER ED114938

TITLE A SURVEY OF OPINIONS OF MISSISSIPPI SCHOOL ADMINISTRATORS REGARDING FACTORS CONSIDERED MOST IMPORTANT IN HIRING TEACHERS FOR THEIR FIRST TEACHING POSITION. RESEARCH REPORT VOL. 5, NO. 8.

AUTHOR(S) NAPIER, LEE

SOURCE LOUISIANNA STATE UNIV., BATON ROUGE. BUREAU OF EDUCATIONAL MATERIALS AND RESEARCH.

NOTE 10 P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE MID-SOUTH EDUCATIONAL RESEARCH ASSOCIATION (4TH, JACKSON, MISSISSIPPI, NOVEMBER 14, 1975)

PUB DATE NOV 75

ABSTRACT

IN ORDER TO DETERMINE WHAT CHARACTERISTICS ARE MOST IMPORTANT IN PROMPTING MISSISSIPPI'S MAJOR EDUCATIONAL CONSUMERS TO HIRE TEACHERS, AN OPINIONNAIRE WAS DEVELOPED AND SENT TO A STRATIFIED RANDOM SAMPLE OF ELEMENTARY, JUNIOR HIGH, AND SENIOR HIGH PRINCIPALS, AND TO SUPERINTENDENTS. THE QUESTIONNAIRE CONSISTED OF 11 FACTORS TO BE RANKED ACCORDING TO THEIR PRIORITIES BY THE SCHOOL ADMINISTRATORS WHO WERE CONCERNED WITH HIRING TEACHERS FOR THEIR FIRST TEACHING POSITION. THERE WAS HIGH AGREEMENT BETWEEN THE GROUPS. EFFECTIVE USE OF WRITTEN AND ORAL ENGLISH WAS RANKED FIRST BY THREE GROUPS. PERSONAL APPEARANCE WAS RANKED SECOND BY SUPERINTENDENTS AND SENIOR HIGH PRINCIPALS, AND THIRD BY THE OTHER PRINCIPALS. THE PRINCIPALS PLACED SLIGHTLY MORE CONFIDENCE IN THE EVALUATION OF THE PUBLIC SCHOOL SUPERVISOR THAN DID THE SUPERINTENDENTS, WHO FELT THAT STUDENTS' GRADE POINT AVERAGE WERE MORE INDICATIVE OF FUTURE TEACHING PERFORMANCE. THIS SURVEY SUGGESTS THAT THOSE SEEKING POSITIONS IN MISSISSIPPI WILL NOT BE JUDGED FIRST BY THEIR ACADEMIC RECORDS AND RECOMMENDATIONS BUT RATHER BY THE WAY THEY WRITE IN INITIAL CONTACTS BY LETTER, THE MANNER IN WHICH THEY COMPLETE THEIR APPLICATION FORMS, AND THE IMPRESSION THEY LEAVE IN INTERVIEWS. SEVERAL SUGGESTIONS FOR INCORPORATING THESE RESULTS IN TEACHER PREPARATION PROGRAMS ARE PRESENTED. (AUTHOR/IRT)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
EMPLOYMENT PRACTICES
OPINIONS
SUPERINTENDENTS
TEACHER PLACEMENT
ELEMENTARY SECONDARY EDUCATION
EMPLOYMENT QUALIFICATIONS
PRINCIPALS
TEACHER EDUCATION
TEACHER SELECTION

IDENTIFIERS

MISSISSIPPI

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

GBE 7.606 PROFESSIONAL STAFF ASSIGNMENT

REPORT NUMBER ED047359

TITLE POLICIES THAT SUPPORT EXCELLENCE IN TEACHING.

SOURCE NATIONAL SCHOOL BOARDS ASSOCIATION, WATERFORD, CONN.
EDUCATIONAL POLICIES SERVICE.

NOTE 26 P.; CAT. NO 70-33

PUB DATE JUL 70

ABSTRACT

RECOGNIZING THAT THE TEACHER'S JOB IS TO TEACH, THIS KIT SETS FORTH THE AREAS IN WHICH SCHOOL BOARDS CAN ENCOURAGE AND SUPPORT GOOD TEACHING IN THE CLASSROOM. SCHOOL BOARDS CAN ESTABLISH POLICIES THAT ENCOURAGE THE ADMINISTRATION TO RECRUIT WIDELY FOR THE BEST POSSIBLE TEACHER CANDIDATES. SCHOOL BOARDS CAN ESTABLISH POLICIES THAT SET FORTH HIGH STANDARDS AND PERFORMANCE EXPECTATIONS. SCHOOL BOARDS CAN CLARIFY THEIR STAND ON INSTRUCTIONAL PHILOSOPHY AND INSTRUCTIONAL GOALS AND OBJECTIVES. SCHOOL BOARDS CAN MAKE INSERVICE EDUCATION A VIABLE PART OF THE TOTAL SCHOOL DISTRICT OPERATION. SCHOOL BOARDS CAN SUPPORT THE KIND OF ENVIRONMENT THAT ATTRACTS AND HOLDS BRIGHT AND IMAGINATIVE TEACHERS. SCHOOL BOARDS CAN SET NEW DEMANDS ON THE ADMINISTRATION TO SHARPEN PROCEDURES FOR SUPERVISING AND EVALUATING TEACHER PERFORMANCE. SCHOOL BOARDS CAN UPDATE THEIR POLICIES ON TENURE, TRANSFER, AND SEPARATION AS INSTRUMENTS FOR ELIMINATING DEADWOOD STAFF. (DOCUMENT PREVIOUSLY CITED IN RIE AS ED 044 541.) (DS)

DESCRIPTORS

BOARD OF EDUCATION POLICY
INSERVICE EDUCATION
OBJECTIVES
TEACHER EVALUATION
TENURE
EDUCATIONAL ADMINISTRATION
INSTRUCTIONAL IMPROVEMENT
RECRUITMENT
TEACHING

AVAILABILITY: NATIONAL SCHOOL BOARDS ASSN., STATE NATIONAL BANK PLAZA, EVANSTON, ILL. 60201 (ONE FREE KIT WITH SEARCH CERTIFICATE, 1-3 KITS $2.00; 4-7 KITS $1.80; 8-10 KITS $1.60; 11 OR MORE KITS $1.50 PAYMENT SHOULD ACCOMPANY ORDERS UNDER $6.00.)

EDRS PRICE ME-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

GBG 7.609 PROBATION

REPORT NUMBER ED072037

TITLE WHAT IS TENURE? A CRITICAL EXPLANATION. AFT QUEST REPORT.

AUTHOR(S) SHERMAN, ROBERT R.

SOURCE AMERICAN FEDERATION OF TEACHERS, WASHINGTON, D.C.

NOTE 65 P.

PUB DATE 1 JAN 73

ABSTRACT

THIS REPORT REVIEWS THE PHILOSOPHICAL AND PRACTICAL BASIS OF TEACHER TENURE. THE DISCUSSION INCLUDES TENURE BOTH AT THE ELEMENTARY, SECONDARY, AND HIGHER EDUCATION LEVELS. GENERAL OBSERVATIONS ARE BASED ON THE SAME CRITICISMS OF TENURE AT EVERY EDUCATIONAL LEVEL. THE MAJOR AREAS OF STUDY INCLUDE THE PRESENT SITUATION, BACKGROUND OF TENURE, MYTHOLOGY, AND ALTERNATIVE PLANS. A BRIEF SUMMARY INDICATES THE DESIRABILITY OF MAINTAINING TENURE. A 38-ITEM BIBLIOGRAPHY IS INCLUDED. (RELATED DOCUMENT IS SP 006 239.) (MJM)

DESCRIPTORS

EDUCATIONAL PHILOSOPHY
JOB TENURE
TEACHER EMPLOYMENT
TEACHER WELFARE
TENURE

AVAILABILITY: AMERICAN FEDERATION OF TEACHERS/AFL-CIO, 1012 14TH STREET, N.W., WASHINGTON, D. C. 30005 ($1.00)

EDRS PRICE MF-$0.75 HC-$3.15 PLUS POSTAGE

GBG 7.609 PROBATION

REPORT NUMBER ED072558

TITLE TEACHER TENURE AND CONTRACTS. A SUMMARY OF STATE STATUTES.

AUTHOR(S) SHAPIRO, FRIEDA S.

SOURCE NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D.C. RESEARCH

NOTE 109 P.

PUB DATE 72

ABSTRACT

THIS REPORT CONTAINS A STATE-BY-STATE SUMMARY OF STATUTORY TENURE PROVISIONS FOR TEACHERS AND OTHER SCHOOL PERSONNEL. IN THOSE STATES WHERE TENURE LEGISLATION IS NOT STATEWIDE, OR WHERE NO TENURE LAWS HAVE YET BEEN PASSED, OTHER STATUTORY PROVISIONS THAT BEAR ON THE DURATION OF EMPLOYMENT HAVE BEEN SUMMARIZED. ALL REPORTED ENACTMENTS THROUGH SEPTEMBER 30, 1972 ARE INCLUDED AND CITATIONS TO APPROPRIATE STATE CODES ARE GIVEN. A TABULAR LISTING SHOWS THE TYPE OF TENURE AND CONTRACT PROVISIONS IN EFFECT IN EACH STATE. A RELATED DOCUMENT IS ED 050 459. (JF)

DESCRIPTORS

CONTRACTS
JOB TENURE
SCHOOL PERSONNEL
STATE LEGISLATION
TEACHER EMPLOYMENT
EDUCATIONAL LEGISLATION
SCHOOL LAW
STATE LAWS
STATE SURVEYS
TENURE

AVAILABILITY: NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W.,
WASHINGTON, D.C. 20036. (STOCK NO. 435-25512, $2.75,
QUANTITY DISCOUNTS)

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

GBG 7.609 PROBATION

REPORT NUMBER ED073114

TITLE TENURE UNDER ATTACK: MYTH AND FACT IN THE TENURE DEBATE.

AUTHOR(S) SHERMAN, ROBERT R.

SOURCE AMERICAN FEDERATION OF TEACHERS, WASHINGTON, D.C.

NOTE 16 P.

PUB DATE 71

ABSTRACT

THIS REPORT INVESTIGATES SOME MYTHS THAT PROLIFERATE IN THE DEBATE SURROUNDING THE TENURE ISSUE. THE MAJOR CONCEPTS COVERED ARE THE ORIGINS OF TENURE, THE PROTECTION OF ACADEMIC FREEDOM, TENURE AS SECURITY, PROTECTION OF THE INCOMPETENT, THE EASE OF OBTAINING TENURE, A PERIODIC REVIEW OF TENURE, AND THE LACK OF JOB AVAILABILITY FOR YOUNGER TEACHERS. A BRIEF SUMMARY INDICATES THE NEED FOR TENURE. (RELEATED DOCUMENTS IS SP 006 240.) (MJM)

DESCRIPTORS

EFFECTIVE TEACHING
TEACHER EMPLOYMENT
TEACHER WELFARE
JOB TENURE
TEACHER QUALIFICATIONS
TENURE

AVAILABILITY: AMERICAN FEDERATION OF TEACHERS, 1012 14TH STREET, N.W., WASHINGTON, D.C. 20005 ($.50)

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

GBG 7.609 PROBATION

REPORT NUMBER ED027899

TITLE THE IMPACT OF 1961 LEGISLATION RELATING TO PROBATIONARY TEACHERS ON INSTRUCTION AND ADMINISTRATIVE PRACTICES IN CALIFORNIA PUBLIC JUNIOR COLLEGES.

AUTHOR(S) MIKALSON, ROY GALE

SOURCE CALIFORNIA UNIV., BERKELEY.

NOTE 184 P.

PUB DATE 64

ABSTRACT

IN 1961, THE CALIFORNIA LEGISLATURE STIFFENED THE LEGAL REQUIREMENTS FOR THE DISMISSAL OF PROBATIONARY TEACHERS AT THE END OF A SCHOOL YEAR. SURVEYING THE LITERATURE, AND POLLING SELECTED JUNIOR COLLEGE ADMINISTRATORS AND PROBATIONARY TEACHERS, THE AUTHOR SOUGHT TO ASSESS THE IMPACT OF THIS CHANGE ON THE QUALITY OF JUNIOR COLLEGE INSTRUCTION. ON THE POSITIVE SIDE, HE FOUND A GREATER EMPHASIS ON CAREFUL SELECTION OF NEW FACULTY, REVISED PROGRAMS OF EVALUATION OF PROBATIONARY TEACHERS, AND FREER FEELINGS OF PROBATIONARY TEACHERS TO TEACH WITHOUT FEAR OF ARBITRARY DISMISSAL. ON THE NEGATIVE SIDE, HE FOUND BOARDS AND ADMINISTRATORS RELUCTANT TO DISMISS MEDIOCRE TEACHERS, NO INCREASE IN SUPERVISORY HELP, AND A NEGATIVE EFFECT ON FACULTY-ADMINISTRATOR RAPPORT ON THE POSSIBILITY OF A HEARING. THE EFFECTS OF THE CHANGE VARIED WITH THE INDIVIDUAL COLLEGE AND SEEMED TO DEPEND ON THE STATE OF FACULTY-ADMINISTRATOR RAPPORT, THE ABILITY OF THE COLLEGE TO ATTRACT AND HOLD COMPETENT TEACHERS, COMMUNITY EXPECTATIONS, AND THE PERCEPTIONS OF THE ADMINISTRATORS ON THE POSSIBILITY OF RELEASING A TEACHER RATED INEFFECTIVE. THE AUTHOR CONCLUDES THAT ADMINISTRATORS MUST NOT PERCEIVE THE CHANGES IN THE EDUCATION CODE AS PROVIDING 'INSTANT TENURE'; OTHERWISE SELECTIVE RETENTION WILL BE PRECLUDED AND THE QUALITY OF INSTRUCTION WILL DIMINISH. (MC)

DESCRIPTORS

ADMINISTRATIVE POLICY
INSTRUCTIONAL IMPROVEMENT
PROBATIONARY PERIOD
TEACHER EMPLOYMENT
EDUCATIONAL LEGISLATION
JUNIOR COLLEGES
STATE LEGISLATION
TENURE

IDENTIFIERS

CALIFORNIA

AVAILABILITY: UNIVERSITY MICROFILMS, 300 NORTH ZEEB ROAD, ANN ARBOR, MICHIGAN 48106 (ORDER NO. 65-3042, MF $3.00, XEROGRAPHY $9.45).

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

GBG 7.609 PROBATION

REPORT NUMBER ED090200

TITLE SURVIVAL IS NOT GOOD ENOUGH: OVERCOMING THE PROBLEMS OF BEGINNING TEACHERS.

AUTHOR(S) RYAN, KEVIN

SOURCE AMERICAN FEDERATION OF TEACHERS, WASHINGTON, D.C.

NOTE 40 P.

PUB DATE APR 74

ABSTRACT

RESEARCH ON THE FIRST YEAR OF TEACHING REVEALS CONSISTENT EXPERIENCE WITH PARTICULAR PROBLEMS WHICH CAN BE ORGANIZED INTO THE FOLLOWING CATEGORIES: CULTURE SHOCK, INSTRUCTION, STUDENTS, PARENTS, ADMINISTRATORS, FELLOW TEACHERS, AND EXTENSIVE ISOLATION. THE BEGINNING TEACHER'S INSECURITY ABOUT HIMSELF AND HIS PROFESSIONAL ABILITY SERVE ONLY TO COMPOUND THE ORIGINAL PROBLEMS HE ENCOUNTERS DURING HIS FIRST YEAR. THE EFFECTS OF INADEQUATE INTRODUCTION TO THE PROFESSION AND INSUFFICIENT SUPPORT FOR BEGINNING TEACHERS ARE THAT A) 30 PERCENT OF PERSONNEL TRAINED FOR TEACHING NEVER ENTER THE FIELD; B) ONE OUT OF FIVE BEGINNING TEACHERS REPORTS THAT HE OR SHE DOES NOT ANITCIPATE TEACHING FIVE YEARS LATER; AND C) 12 PERCENT OF TRAINED TEACHERS LEAVE THE PROFESSION EACH YEAR. SUGGESTIONS FOR IMPROVEMENT OF THIS SITUATION INCLUDE THE FOLLOWING: A) TEACHERS AND THEIR ORGANIZATIONS SHOULD CONSIDER THE INADEQUATE INTRODUCTION TO TEACHING A PRIORITY PROBLEM; B) TEACHERS SHOULD STUDY THE PROBLEM AND EXPLORE VARIOUS SOLUTIONS; C) TEACHERS SHOULD ESTABLISH POLICIES AND MAKE THEM PART OF CONTRACT NEGOTIATIONS; AND D) PLANS FOR THE INTRODUCTION OF NEW TEACHERS TO THE PROFESSION AND CONTINUING SUPPORT THROUGHOUT THEIR FIRST YEARS SHOULD BE DEVELOPED AND INPLEMENTED AT THE LOCAL LEVEL. (HMD)

DESCRIPTORS

BEGINNING TEACHERS
PROBATIONARY PERIOD
TEACHER EMPLOYMENT
TEACHER ORIENTATION
JOB SATISFACTION
TEACHER ALIENATION
TEACHER MORALE

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

GBG 7.609 PROBATION

REPORT NUMBER ED114963

TITLE EMPLOYEES.

AUTHOR(S) DEVAUGHN, J. EVERETTE

SOURCE NATIONAL ORGANIZATION ON LEGAL PROBLEMS OF EDUCATION, TOPEKA, KANS.

NOTE 77 P.; CHAPTER 6 OF THE YEARBOOK OF SCHOOL LAW 1975, EA 007

PUB DATE 75

ABSTRACT

THIS CHAPTER SUMMARIZES AND ANALYZES ALL STATE SUPREME COURT AND FEDERAL COURT DECISIONS AS WELL AS OTHER SIGNIFICANT COURT DECISIONS INVOLVING SCHOOL EMPLOYEES. THE CASES DISCUSSED ARE GENERALLY LIMITED TO THOSE DECIDED DURING 1974 AND REPORTED IN THE GENERAL DIGEST ON OR BEFORE MARCH 1, 1975. BECAUSE OF ITS UNUSUAL SIGNIFICANCE, THE AUTHOR ALSO EXAMINES THE 1975 UNITED STATES SUPREME COURT DECISION WOOD V. STRICKLAND. IN HIS DISCUSSION, THE AUTHOR ATTEMPTS TO INTEGRATE RELATED CASES AND TO ILLUMINATE ANY UNIFYING LEGAL PRINCIPLES THAT UNDERLIE THE DECISIONS RELEVANT TO EACH SPECIFIC SUBTOPIC INVOLVING SCHOOL EMPLOYEES. SEPARATE SECTIONS OF THE ARTICLE FOCUS IN TURN OF CASES INVOLVING DISCRIMINATION IN EMPLOYMENT, SCHOOL BOARD DISCRETTION TO DISMISS AND DISCIPLINE TEACHERS, TENURE AND SENIORITY, SUBSTANTIVE DUE PROCESS, PROCEDURAL DUE PROCESS RIGHTS, COMPENSATION, LEAVES OF ABSENCE, TEACHER RETIREMENT, AND COLLECTIVE BARGAINING AND UNION ACTIVITIES. (JG)

DESCRIPTORS

BOARD OF EDUCATION ROLE
COURT CASES
DUE PROCESS
EMPLOYER EMPLOYEE RELATIONSHIP
JOB TENURE
SCHOOL LAW
TEACHER RETIREMENT
UNIONS
COLLECTIVE BARGAINING
COURT LITIGATION
ELEMENTARY SECONDARY EDUCATION
EQUAL OPPORTUNITIES (JOBS)
LEAVE OF ABSENCE
TEACHER EMPLOYMENT
TEACHER SALARIES

AVAILABILITY: NOT AVAILABLE SEPARATELY; SEE EA 007 698

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS

GBI 7.611 EVALUATION

REPORT NUMBER EJ130975

TITLE THE PERSONNEL EFFECTIVENESS GRID (PEG): A NEW TOOL FOR ESTIMATING PERSONNEL DEPARTMENT EFFECTIVENESS

AUTHOR(S) PETERSEN, DONALD J.; MALONE, ROBERT L.

PUB DATE WIN 75

ABSTRACT

EXAMINES THE DIFFICULTIES INHERENT IN ATTEMPTING A FORMAL PERSONNEL EVALUATION SYSTEM, THE MAJOR FORMAL METHODS CURRENTLY USED FOR EVALUATING PERSONNEL DEPARTMENT ACCOUNTABILITIES, SOME PARAMETERS THAT SHOULD BE PART OF A VALID EVALUATION PROGRAM, AND A MODEL FOR CONDUCTING THE EVALUATION. (AVAILABLE FROM OFFICE OF PUBLICATIONS, GRADUATE SCHOOL OF BUSINESS ADMINISTRATION, UNIVERSITY OF MICHIGAN, ANN ARBOR, MI 48104, $2.50, SINGLE ISSUE) (AUTHOR)

DESCRIPTORS

EVALUATION METHODS
PERSONNEL EVALUATION
ORGANIZATIONS (GROUPS)
ADMINISTRATIVE PERSONNEL
PROGRAMS
PERSONNEL POLICY
EVALUATION
MODELS
PERSONNEL

IDENTIFIERS

PERSONNEL EFFECTIVENESS GRID
PEG

CITATION HUMAN RESOURCE MANAGEMENT; 14; 4; 10-21

GBI 7.611 TEACHER EVALUATION

REPORT NUMBER ED077124

TITLE HOW TO EVALUATE TEACHING. A PERFORMANCE OBJECTIVES APPROACH.

AUTHOR(S) REDFERN, GEORGE B.

SOURCE SCHOOL MANAGEMENT INST., INC., WORTHINGTON, OHIO.

NOTE 112 P.

PUB DATE 72

ABSTRACT

THIS BOOK IS CONCERNED WITH THE OBJECTIVES OF TEACHER EVALUATION, THE MATERIALS AND TOOLS OF EVALUATION, AND THE UTILIZATION OF EVALUATION OUTCOMES. THE PRINCIPAL'S ATTITUDE TOWARD AND HIS VITAL ROLE IN THE EVALUATION PROCESS IS DISCUSSED, AND ONE CHAPTER CONTAINS THE APPROACH FOR THE PERFORMANCE EVALUATION OF ADMINISTRATORS. A RELATED DOCUMENT IS EA 005 063. (MLF)

DESCRIPTORS

ADMINISTRATOR EVALUATION
BOARD OF EDUCATION POLICY
EDUCATIONAL ACCOUNTABILITY
OBJECTIVES
PERSONNEL DATA
SELF EVALUATION
TASK PERFORMANCE
TEACHER EVALUATION
BEHAVIORAL OBJECTIVES
DATA COLLECTION
INSERVICE PROGRAMS
PERFORMANCE CRITERIA
PRINCIPALS
SUMMATIVE EVALUATION
TEACHER ADMINISTRATOR RELATIONSHIP

AVAILABILITY: SCHOOL MANAGEMENT INSTITUTE, 6800 HIGH STREET, WORTHINGTON,
OHIO 43085 ($5.00)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

GBI 7.611 TEACHER EVALUATION also, CEI 3.410

REPORT NUMBER EJ077905

TITLE EVALUATION AND DUE PROCESS: LEGAL ASPECTS

AUTHOR(S) DE VAUGHN, J. EVERETTE

PUB DATE FEB 73

ABSTRACT

CITES COURT DECISIONS WHICH POINT OUT THE NEED FOR FAIR EVALUATION SYSTEMS IF PERSONNEL ARE TO ENJOY DUE PROCESS AND SCHOOL BOARDS ARE TO BE LESS VULNERABLE TO ATTACKS IN COURTS OF LAW. (AUTHOR/MF)

DESCRIPTORS

COURT LITIGATION
EVALUATION METHODS
PROBATIONARY PERIOD
TEACHER EVALUATION
DUE PROCESS
HIGHER EDUCATION
SUPREME COURT LITIGATION

CITATION NATIONAL ELEMENTARY PRINCIPAL; 52; 5; 88-91

GBI 7.611 TEACHER EVALUATION also, H 8 0

REPORT NUMBER EJ054449

TITLE THE QUESTION OF TEACHER EVALUATION IN NEGOTIATIONS

AUTHOR(S) LIEBERMAN, MYRON

PUB DATE APR 72

DESCRIPTORS

BOARDS OF EDUCATION
NEGOTIATION AGREEMENTS
PROBATIONARY PERIOD
TEACHER EVALUATION
GRIEVANCE PROCEDURES
PRINCIPALS
TEACHER EMPLOYMENT

CITATION SCHOOL MANAGEMENT; 16; 4; 15-16

GBI 7.611 TEACHER EVALUATION; also CBJ 3.210

REPORT NUMBER ED002897

TITLE THE ORGANIZATIONAL CLIMATE OF SCHOOLS

AUTHOR(S) CROFT, DON B.; HALPIN, ANDREW W.

SOURCE UTAH UNIV., SALT LAKE CITY.; WASHINGTON UNIV., ST. LOUIS, MO.

NOTE 199 P.

PUB DATE JUL 62

ABSTRACT

A COMPREHENSIVE QUESTIONNAIRE WAS DEVELOPED, ANALYZED, AND TESTED TO BE USED FOR PORTRAYING THE 'ORGANIZATIONAL CLIMATE' OF AN ELEMENTARY SCHOOL. IT WAS STATED FIGURATIVELY THAT PERSONALITY IS TO THE INDIVIDUAL AS 'CLIMATE' IS TO THE ORGANIZATION. OVER 70 ELEMENTARY SCHOOLS WERE CHOSEN FROM VARIOUS REGIONS OF THE UNITED STATES TO REPRESENT THE PROFECT SAMPLE. THE QUESTIONNARIE WAS ADMINISTERED TO THE FACULTY OF EACH SCHOOL IN 30-MINUTE GROUP SESSIONS. QUESTIONNAIRE ITEMS WERE ASSIGNED TO EIGHT SUBJECTS WHICH WERE DELINEATED BY FACTOR-ANALYTIC METHODS. THE FIRST FOUR PERTAINED PRIMARILY TO THE CHARACTERISTICS OF THE FACULTY GROUPS--(1) DISENGAGEMENT, (2) HINDRANCE, (3) ESPRIT, AND (4) INTIMACY. THE OTHER FOUR CHARACTERIZED THE SCHOOL PRINCIPALS AS LEADERS--(1) ALOOFNESS, (2) PRODUCTION EMPHASIS, (3) THRUST, AND (4) CONSIDERATION. THE RESLUTS OF THE QUESTIONNAIRE WERE ANALYZED, AND IT WAS FOUND THAT SIX SPECIFIC ORGANIZATIONAL CLIMATES COULD BE IDENTIFIED, RANKED ON A CONTINUUM DEFINED AT ONE END AS OPEN, AT THE OTHER, AS CLOSED. THE SUBJECT SCHOOLS WERE CLASSIFIED WITHIN THE SIX CLIMATES BECAUSE THE PROJECT WAS [illegible] FEASIBILITY STUDY BY NATURE, IMPLICATIONS WERE PROVIDED AND NINE TYPES OF ADDITIONAL RESEARCH STUDIES WERE PROPOSED TO SUBSTANTIATE THOROUGHLY THE USE OF THIS QUESTIONNAIRE TECHNIQUE WITHIN THE REALM OF BEHAVIORAL SCIENCE. (JH)

DESCRIPTORS
BEHAVIORAL SCIENCE RESEARCH
FACULTY EVALUATION
GROUP TESTS
PRINCIPALS
REGIONAL PROGRAMS
SCHOOL ORGANIZATION
ELEMENTARY SCHOOLS
GROUP STRUCTURE
ORGANIZATIONS (GROUPS)
QUESTINNAIRES
SCHOOL ADMINISTRATION
SCHOOL ORIENTATION

IDENTIFIERS
MISSOURI
ST. LOUIS
SALT LAKE CITY
UTAH

EDRS PRICE MF-$0.75 HC-$9.00 PLUS POSTAGE

GBI 7.611 TEACHER EVALUATION

REPORT NUMBER ED077123

TITLE A TEACHER'S GUIDE TO TEACHING PERFORMANCE EVALUATION.

AUTHOR(S) ARMSTRONG, HAROLD R.

SOURCE SCHOOL MANAGEMENT INST., INC., WORTHINGTON, OHIO.

NOTE 24 P.

PUB DATE 72

ABSTRACT

WHAT IS POPULARLY KNOWN IN TEACHER EVALUATION AS 'THE REDERN APPROACH' HAS EMERGED FROM ALMOST TWO DECADES OF EXPERIMENTATION AND DISCUSSION. THIS APPROACH INVOLVES SETTING PERFORMANCE STANDARDS AND JOB TARGETS, MONITORING THE DATA, THE EVALUATING, THE EVALUATION CONFERENCE, AND RELATED FOLLOWUP ACTIVITIES. THIS GUIDE IS INTENDED TO FILL A GAP IN PERFORMANCE EVALUATION INSERVICE TRAINING. MOST SUCH MATERIALS HAVE BEEN PREPARED FOR EVALUATORS RATHER THAN FOR TEACHERS, WHOSE UNDERSTANDING OF THE PROCESS IS VITAL TO ITS SUCCESS. THIS BOOKLET STRESSES WHAT IS DONE 'WITH' THE TEACHER RATHER THAN 'TO' THE TEACHER. IT DESCRIBES, FROM THE EVALUATEE'S VIEWPOINT, THE ENTIRE PERFORMANCE EVALUATION CYCLE; AND IT EMPHASIZES TECHNIQUES IN SETTING JOB TARGETS, USING MONITORED DATA, SELF-EVALUATION, AND EVALUATION CONFERENCE PREPARATION AND PARTICIPATION. ALSO DISCUSSED ARE THE IMPORTANCE OF THE REQUIREMENTS FOR DOCUMENTATION OF PERFORMANCE DATA, AND THE NEED FOR MUTUAL TRUST BETWEEN THE EVALUATOR AND EVALUATEE. A RELATED DOCUMENT IS EA 005 064. (AUTHOR/MLF)

DESCRIPTORS

ADMINISTRATOR EVALUATION
BOARD OF EDUCATION POLICY
FEEDBACK
INSERVICE PROGRAMS
PERFORMANCE CRITERIA
SELF EVALUATION
TEACHER ADMINISTRATOR RELATIONSHIP
BEHAVIORAL OBJECTIVES
DATA COLLECTION
GUIDES
OBJECTIVES
PERSONNEL DATA
TASK PERFORMANCE
TEACHER EVALUATION

AVAILABILITY: SCHOOL MANAGEMENT INSTITUTE, 6800 HIGH STREET, WORTHINGTON, OHIO 43085 (STOCK NO. 572-5000, $1.75, QUANTITY DISCOUNTS)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

GBK 7.612 PROMOTIONS

REPORT NUMBER ED068435

TITLE A STUDY IN SCHOOL PERSONNEL POLICY. PROMOTION FROM WITHIN THE DISTRICT

AUTHOR(S) KEANE, WILLIAM G.

NOTE 30 P.

PUB DATE 68

ABSTRACT

THIS REPORT EXAMINES THE ASSERTION THAT SELECTIONS FOR PROMOTION TO ADMINISTRATIVE AND SUPERVISORY POSTION SHOULD BE MADE FROMPERSONNEL WITHIN THE DISTRICT AND THAT IT IS ECONOMICALLY AND EDUCATIONALLY BENEFICIAL FOR SCHOOL DISTRICTS TO CARRY ON ACTIVE PROGRAMS TO IDENTIFY LEADERSHIP POTENTIAL. FEW RESEARCH FINDINGS ARE AVAILABLE TO SUBSTANTIATE THIS ASSERTATION, BUT AN EXAMINATION OF THE LITERATURE ON INDUSTRIAL MANAGMENT SUGGESTS THAT, IN SPITE OF THE DIFFERENT STRUCTURE OF SCHOOL ORGANIZATION, BOTH KINDS OF INSTITUTIONS HAVE MANY COMMON PURPOSES IN SUPPORTING SUCH A PROGRAM. SOME OF THE OBJECTIONS PUT FORWARD INCLUDE THE DIFFICULTY OF IDENTIFYING THE POTENTIALLY GOOD ADMINISTRATOR, THE RELATIVELY SMALL NUMBER OF ADMINISTRATIVE JOBS AVAILABLE, AND POSSIBLE RESENTMENT ON THE PART OF OTHER EMPLOYEES. ADVANTAGES WOULD INCLUDE THE SATISFACTION OF EMPLOYEE AMBITION, INCREASED LOYALTY, MORE SATISFACTORY PLACEMENT OF EMPLOYEES, AND A REDUCTION IN RECRUITMENT COSTS. THE PROBLEM OF SCHOOL-UNIVERSITY BRIEFLY NOTED. THE DOCUMENT INCLUDES A REPRINT FROM PERSONNEL JOURNAL ON EXECUTIVE DEVELOPMENT AND A 32-ITEM BIBLIOGRAPHY. (MBM)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
LEADERSHIP TRAINING
SCHOOL PERSONNEL
FACULTY PROMOTION
PERSONNEL POLICY

AVIALABILITY: A. C. CROFT, 1832 FRANKLIN ST., SANTA MONICA, CALIF. 90404 ($3.95)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

GBK 7.613 SUSPENSION

REPORT NUMBER EJ010078

TITLE SUSPENSION: A VALID DISCIPLINARY TOOL

AUTHOR(S) HARWOOD, CHARLES E.

PUB DATE 69 SEP

DESCRIPTORS
- ADMINISTRATOR ROLE
- EXPULSION
- POWER STRUCTURE
- STAFF ROLE
- TEACHER ADMINISTRATOR RELATIONSHIP
- DISCIPLINE POLICY
- POLICY FORMATION
- PRINCIPALS
- SUSPENSION

CITATION CLEARING HOUSE; 44; 1; 29-32

GBL 7.614 TENURE FOR PROFESSIONAL PERSONNEL also, CGR 3.514

REPORT NUMBER EJ136988

TITLE HAS TENURE GOTTEN OUT OF HAND?

AUTHOR(S) ARNS, ROBERT G.

PUB DATE OCT 75

DESCRIPTORS
TENURE
ACADEMIC RANK (PROFESSIONAL)
PHYSICAL EDUCATION
TEACHER SUPPLY AND DEMAND
TEACHER EMPLOYMENT
PROFESSIONAL RECOGNITION
PROBATIONARY PERIOD
HIGHER EDUCATION

CITATION JOURNAL OF PHYSICAL EDUCATION AND RECREATION; 46; 8; 36-8

GBL 7.614 TENURE FOR PROFESSIONAL PERSONNEL

REPORT NUMBER EJ054443

TITLE WHY TEACHERS WILL OPPOSE TENURE LAWS

AUTHOR(S) LIEBERMAN, MYRON

PUB DATE MAR 72

ABSTRACT
TENURE LAWS SHOULD BE REPEALED OR MODIFIED TO ENCOURAGE CONTRACTUAL RATHER THAN LEGISLATIVE PROTECTION FOR TEACHERS. (AUTHOR)

DESCRIPTORS
ADMINISTRATIVE PERSONNEL
DISQUALIFICATION
PROBATIONARY PERIOD
TEACHER EMPLOYMENT
TENURE
CONTRACTS
NEGOTIATION AGREEMENTS
TEACHER ASSOCIATIONS
TEACHER WELFARE

CITATION SATURDAY REVIEW; 55; 10; 55-6

GBL 7.614 TENURE FOR PROFESSIONAL PERSONNEL

REPORT NUMBER EJ050259

TITLE TENURE: EVANESCENT OR ENDURING?

AUTHOR(S) SANDRIN, JAMES V.

PUB DATE JAN 72

ABSTRACT

THE AUTHOR ASKS VARIOUS QUESTIONS RELATED TO TENURE. HE ANSWERS THE MOST IMPORTANT, 'IS TNEURE NECESSARY?' (EDITOR/MF)

DESCRIPTORS

ACADEMIC PROBATION
EMPLOYER EMPLOYEE RELATIONSHIP
TEACHER EMPLOYMENT
TENURE
CONTRACTS
PROBATIONARY PERIOD
TEACHERS

CITATION CLEARING HOUSE; 46; 5; 268-70

GBL 7.614 TENURE FOR PROFESSIONAL PERSONNEL

REPORT NUMBER EJ055802

TITLE WHITHER TENURE?

AUTHOR(S) KUGLER, ISREAL

PUB DATE APR 72

DESCRIPTORS

CONTRACTS
PROBATIONARY PERIOD
TENURE
JOB TENURE
TEACHER EMPLOYMENT

CITATION CHANGING EDUCATION; 1-2

GBM 7.615 TRANSFER

REPORT NUMBER ED056417

TITLE PROMOTION AND TRANSFER AS AFFECTED BY NEGOTIATED AGREEMENTS.

AUTHOR(S) RHODES, ERIC

SOURCE EDUCATIONAL SERVICE BUREAU, INC., WASHINGTON, D.C.

NOTE 38 P.

PUB DATE 71

ABSTRACT

THIS REPORT ANALYZES THE METHODS USED BY SELECTED SCHOOL DISTRICTS TO PROTECT TEACHERS FROM ARBITRARY TRANSFER AND PROVIDE THEM THE OPPORTUNITY TO BE CONSIDERED FOR PROMOTION. FOLLOWING A PRESENTATION OF SAMPLE NEGOTIATION AGREEMENTS, THE REPORT OBSERVES THAT, IN MOST CASES, PROMOTION DETERMINATION REMAINS WITH MANAGEMENT COMPLETELY, AND THAT EMPLOYEES ARE ASSURED ONLY OF FULL CONSIDERATION AND THE OPPORTUNITY TO APPLY. IN THE MATTER OF INVOLUNTARY TRANSFER, THE AUTHOR EXPLAINS THAT THE EMPLOYEE OFTEN WINS THE RIGHT TO BE TOLD WHY HE IS BEING TRANSFERRED AND IN THE MATTER OF EMPLOYEE-INITIATED TRANSFER, HE WINS THE RIGHT TO BE GIVEN FULL CONSIDERATION. (AUTHOR/JF)

DESCRIPTORS

BOARD OF EDUCATION POLICY
EMPLOYMENT PROBLEMS
TEACHER PROMOTION
COLLECTIVE NEGOTIATION
NEGOTIATION AGREEMENTS
TEACHER TRANSFER

AVAILABILITY: EDUCATIONAL SERVICE BUREAU, INC., 1835 K STREET, N.W., WASHINGTON, D.C. 20006 ($4.50)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

GBN 7.616 SEPARATION PROCEDURES

REPORT NUMBER	ED078594
TITLE	SEVERANCE PAY FOR PROFESSIONAL EMPLOYEES IN PUBLIC SCHOOL SYSTEMS. ERS CIRCULAR NO. 5.
AUTHOR(S)	STEMNOCK, SUZANNE K.
SOURCE	EDUCATIONAL RESEARCH SERVICE, WASHINGTON, D.C.
NOTE	22 P.
PUB DATE	69

ABSTRACT

THIS REPORT PRESENTS A 'STATUS' STUDY, REPORTING PRACTICES FOLLOWED IN SCHOOL SYSTEMS WHERE A SEVERANCE PAY POLICY IS IN EFFECT. SEVERANCE PAY IS A FRINGE BENEFIT DESIGNED TO PROVIDE TEACHERS WHO HAVE GIVEN SERVICE TO A SCHOOL SYSTEM WITH FINANCIAL SECURITY DURING THE PERIOD OF TRANSITION TO A NEW POSITION OR TO RETIREMENT. THE INITIAL MAILING LIST FOR THE SURVEY ON WHICH THIS REPORT IS BASED WAS OBTAINED FROM A POSTAL CARD SENT TO ALL SCHOOL SYSTEMS ENROLLING 12,000 OR MORE PUPILS. FOLLOWUP QUESTIONNAIRES WERE THEN MAILED TO THE 128 SYSTEMS REPORTING THAT THEY PROVIDED SEVERANCE PAY. FOR EACH OF THE 86 SYSTEMS WITH BONA FIDE SEVERANCE PAY SYSTEMS, THE TABLES IN THIS REPORT SHOW THE AMOUNT OF UNUSED SICK LEAVE OR ANNUAL LEAVE WHICH MAY BE ACCUMULATED BY PROFESSIONAL PERSONNEL, THE CONDITIONS OF TERMINATION UNDER WHICH SEVERANCE PAY IS GRANTED, AND THE FORMULA APPLIED TO DETERMINE THE AMOUNT OF THE SEVERANCE PAY. ACCORDING TO THE REPORT, MOST OF THE PLANS NOW IN EFFECT BASE THE AMOUNT OF PAYMENT ON THE NUMBER OF DAYS SICK LEAVE ACCUMULATED. (AUTHOR/JF)

DESCRIPTORS

BOARD OF EDUCATION POLICY
LEAVE OF ABSENCE
TEACHERS
WAGES
FRINGE BENEFITS
TEACHER RETIREMENT
TEACHER SALARIES

IDENTIFIERS

SEVERANCE PAY

AVAILABILITY: EDUCATIONAL RESEARCH SERVICE, BOX 5, NEA BUILDING, 1201
SIXTEENTH STREET, N.W. WASHINGTON, D.C. 20036 ($1.25)

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

GBN 7.616 SEPARATION PROCEDURES

REPORT NUMBER ED104033

TITLE ADMINISTRATIVE RESPONSIBILITIES IN FAIR DISMISSAL CASES.

AUTHOR(S) TEPPER, CHESTER E.

NOTE 5 P.; PAPER PRESENTED AT THE ANNUAL CONVENTION OF THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS (107TH, DALLAS, TEXAS, FEBRUARY 21-24, 1975); BEST AVAILABLE COPY

PUB DATE 22 FEB 75

ABSTRACT

TEACHER DISMISSAL IS THE CULMINATION OF A TOTAL PROCESS THAT INVOLVES HIRING, EVALUATION, CERTIFICATION, AND TENURE. SCHOOL ADMINISTRATORS ARE ADVISED TO STUDY THE LAW, OBEY TIMETABLES, CONSULT LEGAL COUNSEL, AVOID INTERPRETING LAW, PROCEED CAREFULLY, DOCUMENT ALL CHARGES, AND PUT IMPORTANT DECISIONS IN WRITING. FAVORABLE DECISIONS IN DISMISSAL CASES ARE BASED ON WELL-PREPARED, WELL-DOCUMENTED CASES BUILT ON A VALID REASON. (AUTHOR/DW)

DESCRIPTORS

ADMINISTRATOR RESPONSIBILITY
DUE PROCESS
LEGAL RESPONSIBILITY
TEACHER CERTIFICATION
TEACHER EMPLOYMENT
TENURE
CIVIL RIGHTS
ELEMENTARY SECONDARY EDUCATION
PROBATIONARY PERIOD
TEACHER DISMISSAL
TEACHER EVALUATION

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GBN 7.616 SEPARATION PROCEDURES

REPORT NUMBER ED112454

TITLE DECLINING ENROLLMENT. THE BEST OF ERIC NO. 12.

SOURCE OREGON UNIV., EUGENE. ERIC CLEARINGHOUSE ON EDUCATIONAL MANAGEMENT

NOTE 5 P.

PUB DATE OCT 75

ABSTRACT

THE 14 ENTRIES CITED IN THIS ANNOTATED BIBLIOGRAPHY PROVIDE INFORMATION ON A VARIETY OF TOPICS ASSOCIATED WITH DECLINING ENROLLMENTS--CLOSING SCHOOLS, REDUCING THE TEACHER FORCE, MAINTAINING GOOD RELATIONS WITH THE PUBLIC, USING RELEASED SPACE, FORECASTING ENROLLMENTS, AND RELATED PLANNING AND POLICY MATTERS. (IRT)

DESCRIPTORS

ANNOTATED BIBLIOGRAPHIES
EDUCATIONAL FACILITIES
ELEMENTARY SECONDARY EDUCATION
ENROLLMENT TRENDS
SCHOOL CLOSING
BOARD OF EDUCATION POLICY
EDUCATIONAL PLANNING
ENROLLMENT PROJECTIONS
JOB LAYOFF
SCHOOL COMMUNITY RELATIONSHIP

AVAILABILITY: ERIC/CEM, UNIVERSITY OF OREGON, EUGENE, OREGON 97403 (FREE)

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

GBN 7.616 SEPARATION PROCEDURES

REPORT NUMBER ED078523

TITLE TEACHER DISMISSAL AND NONRENEWAL OF TEACHER CONTRACTS. PROPOSED SCHOOL BOARD REGULATIONS.

AUTHOR(S) PHAY, ROBERT E.

SOURCE NORTH CAROLINA UNIV., CHAPEL HILL. INSTITUTE OF GOVERNMENT.

NOTE 51 P.

PUB DATE 72

ABSTRACT

IN 1971 THE NORTH CAROLINA GENERAL ASSEMBLY ENACTED A TENURE LAW FOR THE STATE'S PUBLIC SCHOOL TEACHERS AND PRINCIPALS. CODIFIED AS G.S. 115-142, THE ACT BECAME EFFECTIVE JULY 1, 1972. IT REQUIRES LOCAL BOARDS OF EDUCATION TO ADOPT 'REASONABLE RULES AND REGULATIONS' FOR THE CONDUCT OF HEARINGS ON DISMISSING OR DEMOTTNG TEACHERS AND PRINCIPALS. THIS BOOKLET CONTAILS FIVE PROCEDURAL CODES TO BE USED AS GUIDES FOR BOARDS OF EDUCATION AS THEY DEVELOP THEIR OWN HEARING REGULATIONS. THESE CODES CONERN TEACHER DISMISSAL, DEMOTION, OR THE NONRENEWAL OF A TEACHER'S CONTRACT. THEY ALSO DESCRIBE PROCEDURES TO BE FOLLOWED IN DISMISSING ASSISTANT SUPERINTENDENTS AND SUPERINTENDENTS DURING THE CONTRACT PERIOD, AND PROVIDE FORMS TO BE USED WITH THESE PROCEDURES BY THE SUPERINTENDENT OR THE SCHOOL BOARD. THE APPENDIX CONTAINS THE STATE BOARD OF EDUCATION HEARING REGULATIONS TO BE FOLLOWED IN THE EVENT THE LOCAL SCHOOL BOARD DOES NOT ADOPT ITS OWN REGULATIONS AND A CHART SHOWING THE TIME REQUIREMENTS OF THE TENURE ACT WHEN A RECOMMENDATION TO DISMISS OR DEMOTE A TEACHER HAS BEEN MADE. (AUTHOR)

DESCRIPTORS
BOARD OF EDUCATION POLICY
DUE PROCESS
PRINCIPALS
SUPERINTENDENTS
TEACHER DISMISSAL
CONTRACTS
GUIDELINES
STATE LEGISLATION
TEACHER DISCIPLINE
TENURE

IDENTIFIERS
NONRENEWAL
NORTH CAROLINA

AVAILABILITY: INSTITUTE OF GOVERNMENT, BOX 990 CHAPEL HILL, NORTH CAROLINA 27514. ($3.00, QUANTITY DISCOUNTS)

EDRS PRICE MF-$0.75 HC-$3.15 PLUS POSTAGE

GBN 7.616 SEPARATION PROCEDURES

REPORT NUMBER ED076501

TITLE TEACHER TENURE. THE SECOND REPORT OF THE COMMISSION ON PUBLIC SCHOOL PERSONNEL POLICIES IN OHIO.

SOURCE COMMISSION ON PUBLIC SCHOOL PERSONNEL POLICIES IN OHIO, CLEVELAND.

NOTE 37 P.

PUB DATE SEP 71

ABSTRACT

THIS SECOND REPORT OF THE COMMISSION ON PUBLIC SCHOOL PERSONNEL POLICIES IN OHIO IS CONCERNED WITH TEACHER TENURE IN THE STATE OF OHIO AND NEED FOR CHANGES IN THE TENURE LAW. THE BASIC POSITIONS OF THE COMMISSION ARE THAT TEACHERS SHOULD BE PROTECTED AGAINST ARBITRARY AND UNWARRANTED ACTION BY THEIR EMPLOYERS BUT THAT PROFESSIONAL INCOMPETENCE CANNOT BE TOLERATED FOR ANY REASONS. TENURE SHOULD NOT BE VIEWED AS GUARANTEED LIFE EMPLOYMENT, ACCORDING TO THE COMMISSION; IT HAS BEEN VIEWED AS SUCH BECAUSE LITTLE EFFORT HAS BEEN MADE TO TERMINATE CONTINUING CONTRACTS FOR CAUSE. THIS COMMISSION REPORT STRESSES THE NEED FOR PHYSICAL AND MENTAL HEALTH IN TEACHERS, CERTIFIED BY EXAMINATIONS, AND THE POSSIBLE NEED FOR CHANGES IN A TEACHER'S CONTINUING STATUS (PRESENTLY, CNTINUING STATUS ENDS AT AGE 70, BUT A SURVEY OF SUPERINTENDENTS INDICATED PERFORMANCE DECLINE FOR TEACHERS OF ADVANCED AGE). THIS REPORT SUGGESTS POSSIBLE MANDATORY RETIREMENT AT 65, WITH THE OPTION FOR VALUABLE TEACHERS TO REMAIN ON A PART-TIME BASIS. THIS REPORT ALSO SUPPORTS OHIO LAW THAT DOES NOT REQUIRE THAT TEACHERS WITH LIMITED CONTRACTS BE GIVEN REASONS FOR DISMISSAL. APPENDIXES INCLUDE SECTIONS ON CERTIFICATE AND CONTRACTS OF OHIO PUBLIC SCHOOL TEACHERS AND ON TENURE IN OTHER STATES. (RELATED DOCUMENTS IS SP 006 262.) (JA)

DESCRIPTORS
CONTRACTS
TEACHER CHARACTERISTICS
TEACHER EMPLOYMENT
TEACHER WELFARE
TENURE
JOB TENURE
TEACHER DISMISSAL
TEACHER RETIREMENT
TEACHING QUALITY

IDENTIFIERS
OHIO

AVAILABILITY: COMMISSION ON PUBLIC SCHOOL PERSONNEL POLICIES IN OHIO, 736 NATIONAL CITY BANK BUILDING, CLEVELAND, OHIO 44114 ($0.75 SINGLE COPY)

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

REPORT NUMBER ED081984

TITLE A PROGRAM TO PREPARE OLDER WORKERS FOR RETIREMENT AND INTEREST COMMUNITY GROUPS IN PRE-RETIREMENT PLANNING. FIRST ANNAUL REPORT. JUNE1, 1967 TO AUGUST 31, 1968.

SOURCE DRAKE UNIV., DES MOINES, IOWA. PRE-RETIREMENT PLANNING

NOTE 202 P.

PUB DATE 31 AUG 68

ABSTRACT

THE PURPOSE OF THIS PROGRAM IS TO DEVELOP METHODS FOR AIDING OLDER EMPLOYED WORKERS IN PREPARING FOR RETIREMENT AND POSSIBLE RETIREMENT EMPLOYMENT. THE DRAKE PROJECT JOINTLY FUNDED BY THE ADMINISTRATION ON THE AGING IS CONDUCTING SESSIONS IN-PLANT THROUGH RELEASE TIME ARRANGEMENT OFTEN ON COOPERATION WITH THE RECOGNIZED BARGAINING AGENT. OTHER SESSIONS ARE HELD AT THE UNIVERSITY WITH PARTICIPANTS FROM THE COMMUNITY AT LARGE. THE GOAL OF THE PROJECT IS TO HELP PREPARE THE WORKER APPROACHING RETIREMENT TO BEGIN GRADUALLY TO REPLACE THE NORMAL WORK ROLE WITH A SATISFACTORY RETIREMENT ROLE. PARTICIPANTS ARE DIVIDED INTO 5 GROUPS (INDUSTRIAL, BUSINESS, GOVERNMENTAL, PROFESSIONAL AND COMMUNITY AT LARGE). (AUTHOR)

DESCRIPTORS
ADMINISTRATIVE PERSONNEL
EMPLOYMENT
INDUSTRIAL PERSONNEL
MANPOWER UTILIZATION
PROFESSIONAL PERSONNEL
WORK ATTITUDES
COMMUNITY PROGRAMS
GOVERNMENT EMPLOYEES
LABOR UNIONS
OLDER ADULTS
RETIREMENT

IDENTIFIERS
PRERETIREMENT

AVAILABILITY: NATIONAL TECHNICAL INFORMATION SERVICE, SPRINGFIELD, VA. 22151 (PB-199 495, MF $1.45, HC $3.00)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

GBRB 7.620 TIME SCHEDULES

REPORT NUMBER ED020568

TITLE TEACHER-BOARD AGREEMENTS CONCERNING CONDITIONS OF WORK.

SOURCE CONNECTICUT SCHOOL DEVELOPMENT COUNCIL, INC., HARTFORD.

NOTE 22 P.

PUB DATE APR 67

ABSTRACT

THIS SURVEY REVIEWS THE CONDITIONS OF WORK FOUND IN VARIOUS TEACHER-BOARD AGREEMENTS IN CONNECTICUT TOWNS AND DESCRIBES THEM IN GENERAL TERMS. REASONS FOR NEGOTIATIN AND GENERAL NEGOTIATION PROCEDURES ARE BRIEFLY COVERED WHILE THE CONDITIONS OF WORK AFFECTING THE DIFFICULTY OF THE TASK, TEACHER WELFARE AND PROFESSIONAL ADVANCEMENT ARE DISCUSSED IN MORE DETAIL. SEVERAL MISCELLANEOUS ITEMS OF AGREEMENT FOUND IN VARIOUS TEACHER-BOARD CONTRACTS ARE PRESENTED. (TT)

DESCRIPTORS

BOARDS OF EDUCATION
FACULTY PROMOTION
GRIEVANCE PROCEDURES
NONINSTRUCTIONAL RESPONSIBILITY
STATE LAWS
TEACHER EVALUATION
TEACHER RESPONSIBILITY
TEACHER SALARIES
TEACHING CONDITIONS
COLLECTIVE NEGOTIATION
FRINGE BENEFITS
INSERVICE TEACHER EDUCATION
PERSONNEL POLICY
TEACHER ASSOCIATIONS
TEACHER PLACEMENT
TEACHERS
TEACHER STRIKES
TEACHING LOAD

IDENTIFIERS

CONNECTICUT

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

GBRC 7.621 WORK LOADS

REPORT NUMBER ED058640

TITLE PUPIL-TEACHER RATIOS AND THE USE OF RESEARCH FINDINGS IN EDUCATIONAL POLICY-MAKING.

AUTHOR(S) COLEMAN, PETER

NOTE 15 P.

PUB DATE 71

ABSTRACT

THIS REPORT EXAMINES THE ISSUE OF STUDENT TEACHER RATIOS AS A FOCUS FOR A DISCUSSION ON THE UTILIZATION OF SOCIAL SCIENCE RESEARCH FINDINGS BY POLICYMAKERS. THE AUTHOR NOTES THAT SUCH FINDINGS ON THE ISSUE OF STUDENT TEACHER RATIOS ARE IN AGREEMENT ON THE FACT THAT MINOR CHANGES IN THE RATIO ARE INSIGNIFICANT. NOTWITHSTANDING, EDUCATIONAL POLICYMAKERS SELDOM ACKNOWLEDGE THESE FINDINGS; AND TEACHERS' SPOKESMEN PRESS FOR REDUCTIONS IN CLASS SIZE. THE PAPER CONCLUDES WITH A REVIEW OF RECENT FINDINGS OF RESEARCH ON STUDENT TEACHER RATIOS AND SUGGESTS SOME CONCLUSIONS AND IMPLICATIONS FOR POLICYMAKERS.(AUTHOR)

DESCRIPTORS

BOARD OF EDUCATION POLICY
CLASS SIZE
POLICY FORMATION
RESOURCE ALLOCATIONS
TEACHERS
BOARDS OF EDUCATION
EDUCATIONAL RESEARCH
RESEARCH UTILIZATION
STUDENT TEACHER RATIO

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

GBRD 7.622 STAFF MEETINGS

REPORT NUMBER ED029384

TITLE COMMUNICATING WITH STAFF: SOME GUIDELINES FOR INTERNAL COMMUNICATIONS.

SOURCE EDUCATIONAL SERVICE BUREAU, INC., ARLINGTON, VA.
ADMINISTRATIVE LEADERSHIP SERVICE.

NOTE 60 P.

PUB DATE 67

ABSTRACT

TO IMPROVE COMMUNICATIONS WITHIN THE SCHOOL SYSTEM, A SET OF GUIDELINES EXPLAINS THE RATIONALE AND PROCEDURES FOR AN EFFECTIVE INTERNAL INFORMATION NETWORK. SUCH A NETWORK SHOULD PROVIDE (1) INFORMATION THAT IS FORTHRIGHT AND CORRECT, (2) A CONTINUOUS FLOW OF INFORMATION, (3) FEEDBACK, AND (4) THE USE OF MANY MEDIA, USING CHANNELS BEST SUITED TO THE MESSAGE. SPECIFIC GUIDELINES RELATE TO ADMINISTRATOR-PRINCIPAL COUMMUNICATIONS, SUPERINTENDENT-STAFF COMMUNICATIONS, AND THE DECISION-MAKING ASPECTS OF A COMMUNICATIONS SYSTEM WITHIN A SCHOOL. SEVENTEEN EXHIBITS ILLUSTRATE THE MAJOR KINDS OF INTERNAL SCHOOL SYSTEM COMMUNICATIONS. (JK)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
DECISION MAKING
INSTRUCTIONAL STAFF
SCHOOL PUBLICATIONS
STAFF ORIENTATION
COMMUNICATIONS
GUIDELINES
PRINCIPALS
SCHOOL SUPERINTENDENTS
TEACHER ADMINISTRATOR RELATIONSHIP

AVAILABILITY: ADMINISTRATIVE LEADERSHIP SERVICE, EDUCATIONAL SERVICE BUREAU, INC., 1507 M STREET, N.W., WASHINGTON, D.C. 20005 ($4.00)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

GBRE 7.623 EXTRA DUTY

REPORT NUMBER ED053072

TITLE AMERICAN FEDERATION OF TEACHERS' STATEMENT ON VERTICAL STAFFING.

AUTHOR(S) BHAERMAN, ROBERT

SOURCE AMERICAN FEDERATION OF TEACHERS, WASHINGTON, D.C.

NOTE 7 P.; PREPARED FOR THE BUREAU OF EDUCATIONAL PERSONNEL DEVELOPMENT

PUB DATE MAR 71

ABSTRACT

THIS POSITION PAPER DETAILS THE AFT'S OPPOSITION TO VERTICAL STAFFING PATTERNS WHICH CREATE SALARY DIFFERENTIALS BASED ON DIFFERENT 'LEVELS' OF RESPONSIBILITY AND THUS FOSTER DISUNITY AMONG TEACHERS. IT SUPPORTS, RATHER, THE CONCEPT OF HORIZONTALLY DIFFERENTIATED ROLES AND RESPONSIBILITIES, WHICH BASES EXTRA SALARIES UPON THE UNION PRINCIPLE OF EXTRA PAY FOR EXTRA WORK, E.G., SUPERVISION OF INTERNS OR COMMITTEE WORK. IN SUPPORT OF THIS POSITION, TWO EXAMPLES ARE CITED OF DIFFERENTIATED STAFFING PROGRAMS DEVELOPED AFT LOCALS. THE FIRST PROGRAM, CAREER IN THE CLASSROOM, WAS DEVELOPED BY THE NEW YORK CITY UNION AND FUNDED UNDER THE USOE SCHOOL PERSONNEL UTILIZATION PROGRAM OF THE BUREAU OF EDUCATIONAL PERSONNEL DEVELOPMENT. THE PROGRAM CALLS FOR THE CREATION OF A WIDE RANGE OF POSITIONS, FROM PARAPROFESSIONAL TO ADJUNCT PROFESSOR. THE SECOND PROGRAM, AT A HIGH SCHOOL IN SUBURBAN MINNEAPOLIS, HAS ALSO DEVELOPED A HORIZONTALLY DIFFERENTIATED STAFF WHICH INCLUDES CLERICAL TEACHER AIDES, TEACHER INTERNS AND ASSISTANTS, TEACHERS, AND TEAM LEADERS. THE AFT IS WORKING TO IMPLEMENT A DIFFERENTIATED STAFFING PROGRAM IN THREE NEW JERSEY SCHOOL DISTRICTS. (RT)

DESCRIPTORS

DIFFERENTIATED STAFFS
LOCAL UNIONS
SCHOOL PERSONNEL
TEACHER SALARIES
HORIZONTAL ORGANIZATION
SALARY DIFFERENTIALS
TEACHER ASSOCIATIONS
VERTICAL ORGANIZATION

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

GBRE 7.623 EXTRA DUTY

REPORT NUMBER ED031812

TITLE DUTY-FREE LUNCH PERIODS FOR ELEMENTARY-SCHOOL TEACHERS.

SOURCE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, WASHINGTON, D.C.; NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D.C.

NOTE 22 P.

PUB DATE MAY 68

ABSTRACT

THIS CIRCULAR REPORTS THE RESULTS OF A NATIONAL SURVEY DESIGNED TO DETERMINE THE EXTENT TO WHICH DUTY-FREE LUNCH PERIODS ARE PROVIDED FOR ELEMENTARY TEACHERS IN ALL OF THE 503 SCHOOL SYSTEMS ENROLLING MORE THAN 12,000 STUDENTS. THE NOON-HOUR PROCEDURES USED BY THE 437 RESPONDING SCHOOL SYSTEMS ARE REPORTED BY ENROLLMENT STRATUM AND BY GEOGRAPHICAL REGION. FOR EACH OF THE 207 SYSTEMS HAVING DAILY DUTY-FREE LUNCH PERIODS, THE FOLLOWING INFORMATION IS GIVEN: (1) LENGTH OF LUNCH PERIOD FOR STUDENTS AND TEACHERS, (2) METHOD OF STUDENT SUPERVISION DURING TEACHER'S FREE TIME, AND (3) RATE OF PAY FOR SUPERVISION. RESPONDENTS INDICATED VARIOUS ARRANGEMENTS FOR SUPERVISION, INCLUDING THE USE OF NONPROFESSIONAL PERSONNEL, PARENT VOLUNTEERS, ADMINISTRATIVE PERSONNEL, TEACHERS WITH ALTERNATE LUNCH PERIODS, AND STUDENT MONITORS. (JH)

DESCRIPTORS

COLLECTIVE NEGOTIATION
NATIONAL SURVEYS
PARAPROFESSIONAL SCHOOL PERSONNEL
PUBLIC SCHOOL SYSTEMS
WORKING HOURS
ELEMENTARY SCHOOL TEACHERS
NONINSTRUCTIONAL RESPONSIBILITY
PERSONNEL POLICY
SUPERVISORY ACTIVITIES

CITATION EDUCATIONAL RESEARCH SERVICE CIRCULAR; N4 1968

AVAILABILITY: EDUCATIONAL RESEARCH SERVICE, BOX 5, NEA BLDG., 1201 SIXTEENTH ST., N.W., WASHINGTON, D.C. 20036 (SINGLE COPY $1.25; QUANTITY DISCOUNTS).

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

BRE 7.623 EXTRA DUTY

REPORT NUMBER	ED064791
TITLE	MERIT PAY: PROBLEMS AND ALTERNATIVES. PERSPECTIVE SERIES NO. 2.
AUTHOR(S)	CONTE, ANTHONY E.; MASON, EUGENE R.
SOURCE	NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON. DIV. OF RESEARCH, PLANNING, AND EVALUATION.
NOTE	33 P.
PUB DATE	APR 72

ABSTRACT

THIS DOCUMENT, THE RESULT OF RESEARCH CONDUCTED TO RESOLVE SOME OF THE CONFUSION SURROUNDING THE QUESTION OF MERIT PAY, SYNTHESIZES INFORMATION AND PROFESSIONAL OPINION ABOUT TEACHER COMPENSATION. THE MATERIAL IS PRESENTED IN TWO MAJOR SECTIONS, ONE DEVOTED TO THE CONCEPTS OF MERIT PAY AND THE OTHER TO A DISCUSSION OF ALTERNATIVE METHODS OF REWARDING OUTSTANDING TEACHERS. WITHIN THE CONCEPT OF MERIT PAY ARE DISCUSSED (1) THREE MAJOR ADDITIONAL COMPENSATION PROVISIONS, (2) MERIT PROVISIONS IN HISTORICAL PERSPECTIVE, (3) PRINCIPLES OF MERIT PAY PLANS, (4) PROCEDURES FOR MERIT RATING AND/OR EVALUATION, (5) PRO AND CON ARGUMENTS REGARDING MERIT PAY PROGRAMS, AND (6) SOME SUCCESSES AND FAILURES OF MERIT PAY PLANS. THE DIFFERENTIATED TEACHING STAFF APPROACH, THE TEACHER INCENTIVE PLAN, AND THE APPROVED STAFF PLAN ARE EXAMINED IN DEPTH IN A SECTION ON ALTERNATIVE REWARD METHODS. STUDY FINDINGS REVEAL THAT (1) CAREFUL TEACHER PREPARATION AND TRAINING (IMPLYING IMPROVEMENTS IN THE COLLEGE PROGRAMS FOR TRAINING NEW TEACHERS) IS NECESSARY BEFORE A SCHOOL CAN HANDLE THE TECHNICAL AND HUMAN RELATIONSHIP PROGLEMS INHERENT IN A THOROUGHGOING MERIT PROGRAM; (2) A MERIT SALARY PROGRAM IS FEASIBLE ONLY IN SCHOOL SYSTEMS THAT HAVE DEVELOPED APPROPRIATE OBJECTIVE EVALUATION PROCEDURES; (3) TEACHER MORALE, A COMPLEX OF MANY FACTORS, IS NOT PRIMARILY DETERMINED BY THE SALARY SYSTEM, BE IT MERIT OR NONMERIT. TWO MODEL SALARY SCHEDULES, ONE PROPOSED SALARY SCHEDULE, AND A 19-ITEM BIBLIOGRAPHY CONCLUDE THE PRESENTATION. (AUTHOR/JF)

DESCRIPTORS

DIFFERENTIATED STAFFS
MERIT PAY
PERSONNEL POLICY
SALARY DIFFERENTIALS
TEACHER SALARIES
FEASIBILITY STUDIES
MODELS
REWARDS
TEACHER EMPLOYMENT
TEACHER WELFARE

IDENTIFIERS

COMPENSATION

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

GBRG 7.625 NONSCHOOL EMPLOYMENT

REPORT NUMBER ED120407

TITLE MULTIPLE JOBHOLDERS IN MAY 1975: SPECIAL LABOR FORCE REPORT NO. 182.

AUTHOR(S) MICHELOTTI, KOPP

SOURCE BUREAU OF LABOR STATISTICS (DOL), WASHINGTON, D.C.

NOTE 24 P.; NOT AVAILABLE IN HARD COPY DUE TO SMALLNESS OF TYPE; FOR EARLIER REPORTS SEE ED 098 295, 099 676, AND 114 651

PUB DATE NOV 75

ABSTRACT

THE DOCUMENT REPORTS FINDINGS FROM A MULTIPLE JOBHOLDER SURVEY. ABOUT 3.9 MILLION WORKERS (4.7% OF ALL EMPLOYED PERSONS) HELD TWO OR MORE JOBS IN MAY 1975. THE MULTIPLE JOBHOLDING RATE FOR MEN (5.8%) WAS HIGHER THAN THE RATE FOR WOMEN (2.9%). OVER HALF OF THE MOONLIGHTERS HELD TWO NONAGRICULTURAL WAGE OR SALARY JOBS. THE INCIDENCE OF MULTIPLE JOBHOLDING VARIED ACCORDING TO AGE, SEX, AND MARITAL STATUS. THE NUMBER OF FEMALE MULTIPLE JOBHOLDERS INCREASED DURING 1970-75 IN INDUSTRY AND OCCUPATION OF PRIMARY JOB. MULTIPLE JOBHOLDING RATES FOR MALE TEACHERS BELOW THE COLLEGE LEVEL WAS HIGHER THAN FOR ANY OTHER MALE OCCUPATION (16%). THE LARGER PROPORTION OF MALE MOONLIGHTERS HAD SECOND JOBS AS FARMERS OR PROFESSIONALS (17% EACH). AGRICULTURE PLAYS A MUCH LARGER ROLE IN MULTIPLE JOBHOLDING THAN IN THE GENERAL LABOR MARKET. A REVIEW OF THE KINDS OF SECONDARY JOBS HELD BY MOONLIGHTERS AS RELATED TO THE JOB DESIRES OF THE UNEMPLOYED SUGGESTS THAT VERY FEW OF THE UNEMPLOYED WOULD TAKE THE JOBS HELD BY MOONLIGHTERS. ABOUT 35% OF MULTIPLE JOBHOLDERS HELD SECOND JOBS TO MEET REGULAR EXPENSES (ONE-HALF OF BLACK MOONLIGHTERS AND ONE-THIRD OF WHITE MOONLIGHTERS). DEFINITIONS OF BASIC LABOR FORCE CONCEPTS ARE GIVEN. SUPPLEMENTARY TABLES SUPPORT THE ANALYSIS. (AUTHOR/EC)

DESCRIPTORS

EMPLOYMENT PATTERNS
EMPLOYMENT TRENDS
MULTIPLE EMPLOYMENT
TABLES (DATA)
EMPLOYMENT STATISTICS
LABOR FORCE
NATIONAL SURVEYS

EDRS PRICE MF-$0.83 PLUS POSTAGE. HC NOT AVAILABLE FROM EDRS.

GBRH 7.70 PROFESSIONAL LEAVES AND ABSENCES

REPORT NUMBER EJ012018

TITLE PAID LEAVE PROVISIONS FOR TEACHERS IN NEGOTIATION AGREEMENTS

PUB DATE 69

DESCRIPTORS
FRINGE BENEFITS
NEGOTIATION AGREEMENTS
PUBLIC SCHOOL SYSTEMS
TEACHER SALARIES
TEACHING BENEFITS
LEAVE OF ABSENCE
PERSONNEL POLICY
SABBATICAL LEAVES
TEACHER WELFARE

CITATION NEA RES REPS; R9; 1-96

GBRH 7.70 PROFESSIONAL LEAVES AND ABSENCES

REPORT NUMBER EJ051731

TITLE STATEMENT OF PRINCIPLES ON LEAVES OF ABSENCE

PUB DATE DEC 71

DESCRIPTORS
HIGHER EDUCATION
PROFESSORS
TEACHER IMPROVEMENT
LEAVE OF ABSENCE
SABBATICAL LEAVES

CITATION AAUP BULLETIN; 57; 4; 522-23

GBRH 7.70 PROFESSIONAL LEAVES AND ABSENCES; also, BD 2.40

REPORT NUMBER ED074618

TITLE SCHOOL BOARD POLICIES ON LEAVES AND ABSENCES. EDUCATIONAL POLICIES DEVELOPMENT KIT.

SOURCE NATIONAL SCHOOL BOARDS ASSOCIATION, WATERFORD, CONN. EDUCATIONAL POLICIES SERVICE.

NOTE 34 P.

PUB DATE MAR 73

ABSTRACT

THIS REPORT PROVIDES BOARD POLIBY SAMPLES AND OTHER POLICY RESOURCES ON LEAVES AND ABSENCES. THE INTENT IN PROVIDING POLICY SAMPLES IS TO ENCOURAGE THINKING IN POLICY TERMS AND TO PROVIDE WORKING PAPERS THAT CAN BE EDITED, MODIFIED, OR ADAPTED TO MEET LOCAL REQUIREMENTS. TOPICS COVERED IN THE SAMPLES INCLUDE (1) SICK LEAVE, (2) MATERNITY LEAVE, (3) PROFESSIONAL IMPROVEMENT LEAVE, (4) PERSONAL LEAVE OR ABSENCE, (5) PROFESSIONAL GROWTH LEAVES OF ABSENCE AND SABBATICALS, (6) CONFERENCES AND VISITATIONS AND (7) EXCHANGE TEACHING. (AUTHOR/JF)

DESCRIPTORS

BOARD OF EDUCATION POLICY
LEAVE OF ABSENCE
POLICY FORMATION
TEACHER EXCHANGE PROGRAMS
BOARDS OF EDUCATION
PERSONNEL POLICY
SABBATICAL LEAVES
TEACHER WELFARE

IDENTIFIERS

MATERNITY LEAVES

AVAILABILITY: NATIONAL SCHOOL BOARDS ASSOCIATION, STATE NATIONAL BANK PLAZA, EVANSTON, ILLINOIS 60201. (KIT #73-13, 1-3 KITS $2.00 EACH, QUANTITY DISCOUNTS)

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

GBRH 7.70 PROFESSIONAL LEAVES AND ABSENCES

REPORT NUMBER ED102945

TITLE THE USES OF TELEVISION IN EDUCATION AROUND THE WORLD: A SABBATICAL PROJECT.

AUTHOR(S) MCGILVREY, MARJORIE J.

NOTE 32 P.

PUB DATE 74

ABSTRACT

IN JOURNAL FORMAT, THE AUTHOR'S REACTIONS TO A SABBATICAL YEAR TOUR OF EDUCATIONAL TELEVISIONS INSTALLATIONS AROUND THE WORLD AND IN THE UNITED STATES ARE RECORDED. VISITS TO HAWAII, SAMOA, AUSTRALIA, THE PHILLIPPINES, JAPAN, HONG KONG AND SINGAPORE ARE DESCRIBED. IN PART 2, SIMILAR VISITS TO SCHOOL SYSTEMS IN CALIFORNIA, ARIZONA, ILLINOIS, VIRGINIA, PENNSYLVANIA, AND THE CHILDREN'S TELEVISION WORKSHOP ARE REPORTED. A VISIT TO THE ROCK MOUNTAIN FEDERATED STATES SATELLITE PROJECT IS ALSO DESCRIBED. (SK)

DESCRIPTORS

AUDIOVISUAL AIDS
EDUCATIONAL DEVELOPMENT
EDUCATIONAL TELEVISION
INTERNATIONAL PROGRAMS
MEDIA TECHNOLOGY
TELECOMMUNICATION
COMMUNICATION SATELLITES
EDUCATIONAL INNOVATION
INSTRUCTIONAL MATERIALS CENTERS
MEDIA RESEARCH
SABBATICAL LEAVES
TELEVISION

IDENTIFIERS

CHILDRENS TELEVISION WORKSHOP
ROCKY MOUNTAIN SATELLITE PROJECT

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE

GBRH 7.70 PROFESSIONAL LEAVES AND ABSENCES

REPORT NUMBER ED078581

TITLE LEAVES OF ABSENCE. SCHOOL LAW SUMMARY

SOURCE NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D.C. RESEARCH

NOTE 26 P.

PUB DATE DEC 68

ABSTRACT

THIS REPORT CONTAINS STATE-BY-STATE STATUTORY SUMMARIES ON THREE TYPES OF LEAVES OF ABSENCE RELATING TO TEACHERS--SICK LEAVE, MATERNITY LEAVE, AND SABBATICAL LEAVE. ONLY STATE LAWS THAT HAVE SPECIFIC REFERENCE TO ONE OF THESE THREE TYPES OF LEAVES OF ABSENCE ARE INCLUDED. NOT INCLUDED ARE THOSE STATUTES GRANTING BOARDS OF EDUCATION THE GENERAL AUTHORITY TO GRANT LEAVES OF ABSENCE TO TEACHERS. (AUTHOR/JF)

DESCRIPTORS

LEAVE OF ABSENCE
SABBATICAL LEAVES
STATE LEGISLATION
PERSONNEL POLICY
SCHOOL LAW
STATE SURVEYS

AVAILABILITY: NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036 (STOCK # 431-13388, $1.00)

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

GBRH 7.70 PROFESSIONAL LEAVES AND ABSENCES

REPORT NUMBER ED026710

TITLE EXTENDED LEAVES OF ABSENCE FOR CLASSROOM TEACHERS.

SOURCE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, WASHINGTON, D.C., NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D.C.

NOTE 9 P.

PUB DATE FEB 66

ABSTRACT

EXTENDED LEAVE OF ABSENCE POLICIES FOR CLASSROOM TEACHERS IN 129 SCHOOL SYSTEMS WITH ENROLLMENTS OF 25,000 OR MORE ARE REPORTED FOR 1965-66 IN THIS NATIONAL SURVEY. A TABLE LISTS, IN ORDER OF DESCENDING FREQUENCY, THE FOLLOWING PURPOSES FOR WHICH LEAVES ARE GRANTED: (1) MILITARY SERVICE, (2) PROFESSIONAL STUDY, (3) MATERNITY, (4) EXCHANGE TEACHING ABROAD, (5) RESTORATION OF HEALTH, (6) PAID SABBATICAL, (7) SERVICE FOR PROFESSIONAL ORGANIZATIONS, (8) GOVERNMENT SERVICE, (9) DEPARTMENT OF DEFENSE SCHOOLS, (10) TRAVEL, (11) RESEARCH, (12) EXCHANGE TEACHING IN THE U.S., (13) APPOINTMENT OR ELECTION TO POLITICAL OFFICE, AND (14) WORK EXPERIENCE. THE TABLE PRESENTS THE NUMBER AND PERCENT OF SCHOOL SYSTEMS GRANTING EXTENDED LEAVES OF ABSENCE FOR EACH PURPOSE. REPRESENTATIVE SAMPLES OF SCHOOL DISTRICT POLICIES COVERING THE VARIOUS TYPES OF EXTENDED LEAVES ARE ALSO PRESENTED. (TT)

DESCRIPTORS
BOARD OF EDUCATION POLICY
LEAVE OF ABSENCE
NATIONAL SURVEYS
PROFESSIONAL ASSOCIATIONS
RESEARCH
SCHOOL SYSTEMS
TEACHER EXCHANGE PROGRAMS
HEALTH
MILITARY SERVICE
PREGNANCY
PUBLIC SCHOOL TEACHERS
SABBATICAL LEAVES
STUDY
WORK EXPERIENCE

CITATION EDUCATIONAL RESEARCH SERVICE CIRCULAR; N2 FEB 1966

AVAILABILITY: EDUCATIONAL RESEARCH SERVICE, 1201 SIXTEENTH ST., N.W.,
WASHINGTON, D.C. 20036 ($.75).

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

GBRH 7.70 PROFESSIONAL LEAVES AND ABSENCES

REPORT NUMBER	ED017264
TITLE	SUMMARY OF SABBATICAL LEAVE POLICIES REPORTED BY CALIFORNIA SCHOOL DISTRICTS 1966-67
AUTHOR(S)	GORDON, GARFORD G.
SOURCE	CALIFORNIA ASSOCIATION OF SCHOOL ADMINISTRATORS, BURLINGAME.; CALIFORNIA TEACHERS ASSOCIATION, BURLINGAME. RESEARCH DEPT.
NOTE	55 P.
PUB DATE	OCT 67

ABSTRACT

THE CALIFORNIA EDUCATION CODE SPECIFIES THE CONDITIONS UNDER WHICH SCHOOL DISTRICTS MAY GRANT SABBATICAL LEAVES TO THEIR CERTIFICATED PERSONNEL. THE CALIFORNIA ASSOCIATION OF SCHOOL ADMINISTRATORS AND THE RESEARCH DEPARTMENT OF THE CALIFORNIA TEACHERS ASSOCIATION ANALYZED REPORTS OF POLICIES AND PRACTICES IN 746 DISTRICTS REPRESENTING 94.3 PERCENT OF THE STATE'S AVERAGE DAILY ATTENDANCE. INFORMATION TABULATED BY DISTRICT AND IN SUMMARY FORM INCLUDED (1) LIMITATIONS ON THE NUMBER OF LEAVES WHICH MAY BE GRANTED, (2) NUMBER OF LEAVES ACTUALLY GRANTED, (3) REQUIREMENTS FOR POSTING OF BONDS, (4) METHOD OF APPLICATION, (5) INFORMATION REQUIRED IN APPLICATION, (6) PURPOSES FOR WHICH LEAVES MAY BE GRANTED, AND (7) REQUIREMENT OF EVIDENCE THAT THE PURPOSES HAVE BEEN ACCOMPLISHED. (WO)

DESCRIPTORS
ADMINISTRATIVE POLICY
FINANCIAL POLICY
PERSONNEL POLICY
PUBLIC SCHOOL SYSTEMS
SECONDARY SCHOOLS
ELEMENTARY SCHOOLS
JUNIOR COLLEGES
POLICY
SABBATICAL LEAVES

IDENTIFIERS
CALIFORNIA

EDRS PRICE MF-$0.75 HC-$3.15 PLUS POSTAGE

GBRH 7.70 PROFESSIONAL LEAVES AND ABSENCES

REPORT NUMBER ED121960

TITLE DEVELOPMENTS IN EDUCATIONAL LEAVE OF ABSENCE.

SOURCE ORGANIZATION FOR ECONOMIC COOPERATION AND DEVELOPMENT, PARIS (FRANCE). CENTRE FOR EDUCATIONAL RESEARCH AND INNOVATION.

NOTE 237 P.

PUB DATE 76

ABSTRACT

THE DOCUMENT EVALUATES PRESENT INTERNATIONAL DEVELOPMENTS IN THE AREA OF LEAVE OF ABSENCE DURING WORKING HOURS FOR EDUCATIONAL PURPOSES. PART 1, EDUCATIONAL LEAVE OF ABSENCE: A COMPARATIVE ANALYSIS, CONTAINS FIVE CHAPTERS: (1) TOWARDS A NEW RIGHT TO EDUCATION, DISCUSSING RECURRENT EDUCATION, THE WORLD OF WORK, THE INTERNATIONAL LABOR ORGANIZATION, AND THE WORLD OF EDUCATION; (2) EDUCATIONAL LEAVE OF ABSENCE: THE EUROPEAN SITUATION, EXAMINING PRINCIPLES AND OBJECTIVES, ADOPTED LEGISLATION, LENGTH OF LEAVE, TYPED OF TRAINING, AND FINANCING MECHANISMS; (3) EDUCATIONAL LEAVE OF ABSENCE: THE SITUATION IN THE UNITED STATES, DISCUSSING COLLECTIVE BARGAINING, EDUCATIONAL LEAVE, NEGOTIATED AGREEMENTS, FUNDS, FAMILY EDUCATION, AND CONCLUSIONS; (4) FUTURE IMPLICATIONS OF EDUCATIONAL LEAVE: THE NATURE OF THE PROBLEM IN EUROPE AND THE UNITED STATES, EXAMINING NEW SOCIAL MECHANISMS, THE GAP BETWEEN LABOR AND EDUCATION, FINANCING AND RELATIONSHIPS WITHIN THE FIRMS, AND SOCIAL POLICY; (5) SUMMARY, DISCUSSING INDIVIDUAL RIGHTS, FINANCING MECHANISM, AND TRAINING INSTITUTIONS AND WORKER PARTICIPATION. PART 2, COUNTRY STUDIES, EXAMINES EDUCATIONAL LEAVE IN BELGIUM, DENMARK, FRANCE, GERMANY, ITALY, THE NETHERLANDS, SWEDEN, THE UNITED KINGDOM, AND YUGOSLAVIA. APPENDED MATERIAL (FROM THE INTERNATIONAL LABOR CONFERENCE, 1974) INCLUDES TEXTS OF THE ADOPTED CONVENTION AND RECOMMENDATIONS AND TABLES OF THE STRUCTURE OF THE ECONOMICALLY ACTIVE POPULATION IN THE COUNTRIES EXAMINED. (LH)

DESCRIPTORS

ADULT EDUCATION
CROSS SULTURAL STUDIES
EMPLOYER EMPLOYEE RELATIONSHIP
INDUSTRIAL RELATIONS
INTERNATIONAL ORGANIZATIONS
LABOR FORCE
MANPOWER DEVELOPMENT
PROFESSIONAL TRAINING
TRAINING
COMPARATIVE ANALYSIS
EDUCATIONAL FINANCE
FOREIGN COUNTRIES
INSERVICE EDUCATION
LABOR DEMANDS
LEAVE OF ABSENCE
PROFESSIONAL CONTINUING EDUCATION
SABBATICAL LEAVES

AVAILABILITY: OECD PUBLICATIONS CENTER, SUITE 1207, 1750 PENNSYLVANIA AVE., N.W., WASHINGTON, D.C. 20036 ($8.50)

EDRS PRICE MF-$0.83 PLUS POSTAGE. HC NOT AVAILABLE FROM EDRS.

GBRH 7.70 PROFESSIONAL LEAVES AND ABSENCES

REPORT NUMBER ED119391

TITLE SABBATICAL LEAVE FOR TEACHERS. PAR ANALYSIS NUMBER 211.

SOURCE PUBLIC AFFAIRS RESEARCH COUNCIL OF LOUISIANA, INC., BATON ROUGE.

NOTE 23 P.

PUB DATE JAN 76

ABSTRACT

LOUISIANA'S SABBATICAL LEAVE LAW FOR PUBLIC SCHOOL TEACHERS AND STATE COLLEGE FACULTY IS ONE OF THE MOST LIBERAL IN THE NATION. TEACHERS ARE GRANTED THE RIGHT TO SABBATICAL LEAVE FOR PURPOSES OF PROFESSIONAL OR CULTURAL DEVELOPMENT, AND FOR REST AND RECUPERATION. WHILE ON LEAVE, THEY RECEIVE PARTIAL SALARY COMPENSATION. THE STATE OF LOUISIANA SPENDS APPROXIMATELY $5 MILLION ANNUALLY ON SABBATICAL SALARIES. HOWEVER, STATE LAW DOES NOT PRESENTLY REQUIRE THAT TEACHERS ON SABBATICAL LEAVE RETURN TO THE SCHOOL SYSTEM THAT GRANTED THEM LEAVE. STATISTICS INDICATE THAT ONLY SLIGHTLY MORE THAN HALF (59 PERCENT) OF THE TEACHERS GRANTED LEAVE FOR PROFESSIONAL IMPROVEMENT RETURNED TO THEIR ORIGINAL SCHOOLS, WHILE ONLY 51 PERCENT OF THOSE ON REST AND RECUPERATION LEAVE RETURNED. THUS, IN MANY CASES BOTH STUDENTS AND THE PUBLIC FAIL TO BENEFIT FROM THE TEACHER IMPROVEMENT THAT SABBATICAL LEAVES ARE INTENDED TO NURTURE. THE PUBLIC AFFAIRS RESEARCH COUNCIL RECOMMENDS TIGHTENING THE SABBATICAL LEAVE LAW TO REQUIRE, FOR EXAMPLE, THAT PERSONS ON LEAVE RETURN FOR ONE YEAR TO THE SCHOOL SYSTEM GRANTING THEM LEAVE, OR BE COMPELLED TO REFUND SALARY PAY RECEIVED DURING THE SABBATICAL. A SURVEY OF LEAVE POLICIES AND LAWS IN OTHER STATES IS INCLUDED. (DS)

DESCRIPTORS

COLLEGE FACULTY
HIGHER EDUCATION
SABBATICAL LEAVES
STATE LEGISLATION
STATISTICAL DATA
TEACHER SALARIES
ELEMENTARY SECONDARY EDUCATION
PUBLIC SCHOOL TEACHERS
STATE COLLEGES
STATE STANDARDS
TEACHERS

AVAILABILITY: PUBLIC AFFAIRS RESEARCH COUNCIL OF LOUISIANA, INCORPORATION, 300 LOUISIANA AVENUE (BOX 3118), BATON ROUGE, LOUISIANA 70821 ($1.00)

EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE

GBRHA 7.701 ANNUAL LEAVES OF ABSENCE

REPORT NUMBER	EJ005346
TITLE	TEACHERS ATTEMPT TO BEND LEAVE OF ABSENCE POLICIES
AUTHOR(S)	GARBER, LEE O.
PUB DATE	69 JUL

DESCRIPTORS

CONTRACTS	COURT CASES
COURT LITIGATION	LEAVE OF ABSENCE
PERSONNEL POLICY	SCHOOL LAW

CITATION NAT SCH; 84; 1; 44

GBRHC 7.703 PROFESSIONAL LEAVES OF ABSENCE

REPORT NUMBER	EJ119236
TITLE	PERSONEL LEAVES: HOW THE PROS RULE ON THEM
AUTHOR(S)	OSTRANDER, KENNETH H.
PUB DATE	JUN 75

ABSTRACT

MOST CONTRACTS ALLOW PERSONAL LEAVES FOR TEACHERS. GUIDELINES FOR ADMINISTRATOR INTERPRETATION OF THESE PROVISIONS ARE BASED ON ACTUAL ARBITRATION AWARDS. (AUTHOR/MLF)

DESCRIPTORS

LEAVE OF ABSENCE
TEACHER ADMINISTRATOR RELATIONSHIP
CONTRACTS
ARBITRATION
ASMINISTRATOR GUIDES

CITATION NATION'S SCHOOLS AND COLLEGES; 2; 6; 16-17

GBRHC 7.703 PROFESSIONAL LEAVES OF ABSENCE

REPORT NUMBER	EJ125013
TITLE	PROFESSOR SABBATICALS AS A FIFTH GRAD TEACHER
AUTHOR(S)	MOFFET, J. BRYAN
PUB DATE	FEB 75

DESCRIPTORS

SABBATICAL LEAVES
TEACHER EXCHANGE PROGRAMS
TEACHER IMPROVEMENT
COLLEGE TEACHERS
GRADE 5
ELEMENTARY SCHOOL TEACHERS
ELEMENTARY EDUCATION

CITATION EDUCATIONAL LEADERSHIP; 32; 5; 317-20

GBRI 7.704 PERSONAL LEAVE, also, GBRAGA 7.626

REPORT NUMBER EJ080387

TITLE CONSULTATION AND COUNSELING: THE CASE OF MRS. COOK

AUTHOR(S) HAGENS, LOYCE

PUB DATE MAY 73

ABSTRACT

EDUCATORS ARE AWARE THAT PERSONAL PROBLEMS OF A FACULTY MEMBER CAN INTERFERE WITH EFFECTIVE PERFORMANCE. THE PURPOSE OF PRESENTING THIS PARTICULAR TYPE OF CASE IS TO ENABLE THE READER TO UNDERSTAND HOW A DISTINCTION CAN BE MADE BETWEEN COMMITMENT TO COUNSELING A FACULTY MEMBER ABOUT PERSONAL PROBLEMS AND ACTING AS A CONSULTANT TO A PARTICULAR FACULTY MEMBER. (AUTHOR)

DESCRIPTORS

CASE STUDIES
CONSULTANTS
PROBLEM SOLVING
EMOTIONAL PROBLEMS
COUNSELOR ROLE
SCHOOL PERSONNEL
FACULTY

CITATION ELEMENTARY SCHOOL GUIDANCE AND COUNSELING; 7; 4; 300-304

GBRIA 7.705 LEGAL SERVICE ABSENCES

REPORT NUMBER ED074618

TITLE SCHOOL BOARD POLICIES ON LEAVES AND ABSENCES. EDUCATIONAL POLICIES DEVELOPMENT KIT.

SOURCE NATIONAL SCHOOL BOARDS ASSOCIATION, WATERFORD, CONN. EDUCATIONAL POLICIES SERVICE.

NOTE 34 P.

PUB DATE MAR 73

ABSTRACT

THIS REPORT PROVIDES BOARD POLICY SAMPLES AND OTHER POLICY RESOURCES ON LEAVES AND ABSENCES. THE INTENT IN PROVIDING POLICY SAMPLES IS TO ENCOURAGE THINKING IN POLICY TERMS AND TO PROVIDE WORKING PAPERS THAT CAN BE EDITED, MODIFIED, OR ADAPTED TO MEET LOCAL REQUIREMENTS. TOPICS COVERED IN THE SAMPLES INCLUDE (1) SICK LEAVE, (2) MATERNITY LEAVE, (3) PROFESSIONAL IMPROVEMENT LEAVE, (4) PERSONAL LEAVE OR ABSENCE, (5) PROFESSIONAL GROWTH LEAVES OF ABSENCE AND SABBATICALS, (6) CONFERENCES AND VISITATIONS AND (7) EXCHANGE TEACHING. (AUTHOR/JF)

DESCRIPTORS

BOARD OF EDUCATION POLICY
LEAVE OF ABSENCE
POLICY FORMATION
TEACHER EXCHANGE PROGRAMS
BOARDS OF EDUCATION
PERSONNEL POLICY
SABBATICAL LEAVES
TEACHER WELFARE

IDENTIFIERS

MATERNITY LEAVES

AVAILABILITY: NATIONAL SCHOOL BOARDS ASSOCIATION, STATE NATIONAL BANK PLAZA, EVANSTON, ILLINOIS 60201. (KIT #73-13, 1-3 KITS $2.00 EACH, QUANTITY DISCOUNTS)

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

GBRIA 7.705 LEGAL SERVICE ABSENCES

REPORT NUMBER ED026725

TITLE SHORT-TERM LEAVES OF ABSENCE FOR CLASSROOM TEACHERS IN LARGER SCHOOL SYSTEMS.

SOURCE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, WASHINGTON, D.C.; NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D.C.

NOTE 32 P.

PUB DATE APR 66

ABSTRACT

SHORT TERM LEAVE OF ABSENCE POLICIES FOR CLASSROOM TEACHERS IN 129 SCHOOL DISTRICTS WITH ENROLLMENTS OF 25,000 OR MORE ARE REPORTED FOR 1965-66 IN THIS NATIONAL SURVEY. A SUMMARY TABLE LISTS IN ORDER OF DESCENDING FREQUENCY THE VARIOUS PURPOSES FOR WHICH SHORT LEAVES OF ABSENCE ARE GIVEN. REPRESENTATIVE SAMPLES OF SCHOOL DISTRICT POLICIES AND SEPARATE DISCUSSION ARE PRESENTED FOR EACH OF THE VARIOUS TYPES OF LEAVES. INCLUDED ARE LEAVES OF ABSENCE FOR PERSONAL BUSINESS, DEATH IN THE IMMEDIATE FAMILY, ILLNESS IN THE IMMEDIATE FAMILY, JURY DUTY, COURT SUMMONS, VISITING OTHER SCHOOLS, PROFESSIONAL ORGANIZATION WORK, RELIGIOUS HOLIDAYS, MILITARY RESERVE DUTY, AND COMPREHENSIVE LEAVE POLICIES. LEAVE POLICIES ARE LISTED IN TABULAR FORM BY STATE AND SCHOOL DISTRICT WITH FOOTNOTES DESCRIBING ANY UNIQUE OR IRREGULAR FEATURES. (TT)

DESCRIPTORS
BOARD OF EDUCATION POLICY
NATIONAL SURVEYS
SCHOOL SYSTEMS
LEAVE OF ABSENCE
PUBLIC SCHOOL TEACHERS

CITATION EDUCATIONAL RESEARCH SERVICE CIRCULAR; N4 APR 1966

AVAILABILITY: EDUCATIONAL RESEARCH SERVICE, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036 ($1.00).

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

GBRIA 7.705 LEGAL SERVICE ABSENCES

REPORT NUMBER ED026710

TITLE EXTENDED LEAVES OF ABSENCE FOR CLASSROOM TEACHERS.

SOURCE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, WASHINGTON, D.C.; NATIONAL EDUCATION ASSOCIATION, WASHINGTIN, D.C.

NOTE 9 P.

PUB DATE FEB 66

ABSTRACT

EXTENDED LEAVE OF ABSENCE POLICIES FOR CLASSROOM TEACHERS IN 129 SCHOOL SYSTEMS WITH ENROLLMENTS OF 25,000 OR MORE ARE REPORTED FOR 1965-66 IN THIS NATIONAL SURVEY. A TABLE LISTS, IN ORDER OF DESCENDING FREQUENCY, THE FOLLOWING PURPOSES FOR WHICH LEAVES ARE GRANTED: (1) MILITARY SERVICE, (2) PROFESSIONAL STUDY, (3) MATERNITY, (4) EXCHANGE TEACHING ABROAD, (5) RESTORATION OF HEALTH, (6) PAID SABBATICAL, (7) SERVICE FOR PROFESSIONAL ORGANIZATIONS, (8) GOVERNMENT SERVICE, (9) DEPARTMENT OF DEFENSE SCHOOLS, (10) TRAVEL, (11) RESEARCH, (12) EXCHANGE TEACHING IN THE U.S., (13) APPOINTMENT OR ELECTION TO POLICICAL OFFICE, AND (14) WORK EXPERIENCE. THE TABLE PRESENTS THE NUMBER AND PERCENT OF SCHOOL SYSTEMS GRANTING EXTENDED LEAVES OF ABSENCE FOR EACH PURPOSE. REPRESENTATIVE SAMPLES OF SCHOOL DISTRICT POLICIES COVERING THE VARIOUS TYPES OF EXTENDED LEAVES ARE ALSO PRESENTED. (TT)

DESCRIPTORS

BOARD OF EDUCATION POLICY
LEAVE OF ABSENCE
NATIONAL SURVEYS
PROFESSIONAL ASSOCIATIONS
RESEARCH
SCHOOL SYSTEMS
TEACHER EXCHANGE PROGRAMS
HEALTH
MILITARY SERVICE
PREGNANCY
PUBLIC SCHOOL TEACHERS
SABBATICAL LEAVES
STUDY
WORK EXPERIENCE

CITATION EDUCATIONAL RESEARCH SERVICE CIRCULAR; N2 FEB 1966

AVAILABILITY: EDUCATIONAL RESEARCH SERVICE, 1201 SIXTEENTH ST., N.W., WASHINGTON, D.C. 20036 ($.75).

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

GBRIB 7.706 SICK LEAVE

REPORT NUMBER EJ003622

TITLE STATE SICK LEAVE PROVISIONS FOR TEACHERS

PUB DATE 69 MAY

DESCRIPTORS
BOARDS OF EDUCATION
LEAVE OF ABSENCE
PERSONNEL POLICY
TEACHER WELFARE
TEACHERS

CITATION NEA RES BULL; 47; 2; 43-44

GBRIB 7.706 SICK LEAVE

REPORT NUMBER EJ120806

TITLE HAS SICK LEAVE BECOME AN ILLNESS?

AUTHOR(S) GARDNER, JOHN C.

PUB DATE JUL 75

ABSTRACT
SUGGESTIONS ARE OFFERED ON HOW TO IMPROVE EMPLOYEES' ATTENDANCE RECORDS. (AUTHOR)

DESCRIPTORS
LEAVE OF ABSENCE
EMPLOYEE ATTITUDES
EMPLOYER EMPLOYEE RELATIONSHIP
COST EFFECTIVENESS
PERSONNEL EVALUATION

CITATION AMERICAN SCHOOL AND UNIVERSITY; 47; 11; 14,16

GBRIB 7.706 SICK LEAVE

REPORT NUMBER ED084646

TITLE METHODS OF REDUING SICK LEAVE ABUSE. AN ERS INFORMATION AID.

AUTHOR(S) STEMNOCK, SUZANNE K.

SOURCE EDUCATIONAL RESEARCH SERVICE, WASHINGTON, D.C.

NOTE 11 P.

PUB DATE NOV 73

ABSTRACT

A PERENNIAL CONCERN TO EDUCATIONAL ADMINISTRATORS IS THE ABUSE OF SICK LEAVE BY SCHOOL EMPLOYEES. NUMEROUS SUGGESTIONS HAVE BEEN OFFERED FOR REDUCING THE ABUSE OF SICK LEAVE BOTH WITHIN EDUCATION AND INDUSTRY. THIS PUBLICATION REVIEWS 12 RESEARCH STUDIES THAT EVALUATE PLANS FOR REDUCING SICK LEAVE ABUSE AMONG VARIOUS CATEGORIES OF EMPLOYEES. ALSO REVIEWED ARE THREE UNEVALUATED PLANS. PAID SICK LEAVE SERVIES TO RELIEVE ANY POSSIBLE ECONOMIC BURDEN ON A PROFESSIONAL EMPLOYEE WHO IS ILL, PROTECT SCHOOL CHILDREN FROM THE NECESSITY OF BEING EXPOSED TO A TEACHER WITH AN ILLNESS WHICH MIGHT BE COMMUNICATED TO THEM, AND OBVIATE THE PROBLEM OF TEACHERS PERFORMING AT A LOW LEVEL OF PROFICIENCY BY REASON OF AN INCAPACITATING ILLNESS. HOWEVER, THERE ARE OCCASIONS ON WHICH HEALTHY EMPLOYEES TAKE LEAVE OF THEIR DUTIES FOR OTHER THAN REASONS OF SICKNESS--BUT ATTRIBUTE THEIR ABSENCES TO PERSONAL ILLNESS. ACCORDING TO A REVIEW OF THE LITERATURE, AT LEAST TWO CATEGORIES OF PLANS HAVE BEEN DEVISED TO PREVENT SUCH MISUSES OF SICK LEAVE PROVISIONS: (1) THE OFFERING OF REWARDS OR BONUSES FOR NOT USING SICK LEAVE, AND (2) THE ELIMINATION OF PSYCHOLOGICAL AND MEDICAL REASONS FOR SICK LEAVE ABUSE. STUDIES PERTAINING TO THESE CATEGORIES ARE DESCRIBED HEREIN, AS WELL AS METHODS THAT ATTEMPT TO ELIMINATE THE REASONS FOR SICK LEAVE ABUSE. (AUTHOR)

DESCRIPTORS
ATTENDANCE
COST EFFECTIVENESS
INFORMATION DISSEMINATION
LITERATURE REVIEWS
NONPROFESSIONAL PERSONNEL
REWARDS
SECONDARY SCHOOLS
CLERICAL WORKERS
ELEMENTARY SCHOOLS
LEAVE OF ABSENCE
MILITARY PERSONNEL
PROBLEMS
SCHOOL PERSONNEL
TEACHERS

IDENTIFIERS
LEAVE ABUSE

AVAILABILITY: EDUCATIONAL RESEARCH SERVICE, INC., 1815 FORT MYER DRIVE, ARLINGTON, VA 22209 ($2.00)

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

GBRIC 7.707 MATERNITY LEAVE

REPORT NUMBER EJ066502

TITLE GOODBYE, MANDATORY MATERNITY LEAVES

PUB DATE OCT 72

ABSTRACT

IN PRECEDENT-SETTING DECREES, COURTS AND FEDERAL AND STATE AUTHORITIES HAVE BRANDED COMPULSORY MATERNITY LEAVES EITHER UNCONSTITUTIONAL OR ILLEGAL. SCHOOL ADMINISTRATORS ARE URGED TO PROD BOARDS OF EDUCATION TO ADOPT MORE LENIENT MATERNITY LEAVE POLICIES--NOW. (AUTHOR)

DESCRIPTORS

CIVIL RIGHTS
LEAVE OF ABSENCE
SCHOOL LAW
TEACHER EMPLOYMENT
EQUAL OPPORTUNITIES (JOBS)
PREGNANCY
SEX DISCRIMINATION

IDENTIFIERS

PREGNANT EMPLOYEES

CITATION NATION'S SCHOOLS; 90; 4; 11,14

GBRIC 7.707 MATERNITY LEAVE

REPORT NUMBER EJ125838

TITLE LAFLEUR, COHEN AND AIELLO: AN AFTERMATH

AUTHOR(S) FRENCH, LARRY L.

PUB DATE 74

ABSTRACT

DISCUSSES RECENT COURT DECISIONS DEALING WITH SCHOOL DISTRICT MATERNITY LEAVE POLICY, EMPHASIZING THE AIELLO CASE, WHERE THE SUPREME COURT UPHELD A STATE INSURANCE PROGRAM THAT EXLUDED DISABILITIES RELATING TO NORMAL PREGNANCIES, AND THE LAFLEUR AND COHEN CASES, WHERE THE SUPREME COURT HELD THAT MANDATORY TERMINATION OF PREGNANT TEACHERS IS UNCONSTITUTIONAL. (JG)

DESCRIPTORS

SCHOOL LAW
TEACHER EMPLOYEMNT
PERSONNEL POLICY
EQUAL PROTECTION
SUPREME COURT LITIGATION
LEAVE OF ABSENCE
TEACHER WELFARE

IDENTIFIERS

GEDULDIG V AIELLO
COHEN V CHERTERFIELD CITY SCHOOL BD
CLEVELAND BD OF EDUC V LAFLEUR

CITATION NOLPE SCHOOL LAW JOURNAL; 4; 2; 160-165

GBRIC 7.707 MATERNITY LEAVE

REPORT NUMBER EJ102544

TITLE MATERNITY LEAVE: CLEVELAND BOARD OF EDUCATION V. LA FLEUR; SUSAN COHEN V. CHESTERFIELD COUNTY SCHOOL BOARD

PUB DATE F 73

ABSTRACT
PRESENTS THE FULL TEXTS OF TWO SUPREME COURT CASES DEALING WITH MATERNITY LEAVES. (JF)

DESCRIPTORS

LEAVE OF ABSENCE	TEACHERS
COURT CASES	PREGNANCY
EQUAL PROTECTION	SCHOOL POLICY
DUE PROCESS	TEACHER MILITANCY

IDENTIFIERS
MATERNITY LEAVES

CITATION NOLPE SCHOOL LAW JOURNAL; 3; 2; 49-67

GBRIC 7.707 MATERNITY LEAVE

REPORT NUMBER EJ081110

TITLE LEAVES OF ABSENCE FOR CHILD-BEARING, CHILD-BEARING, AND FAMILY EMERGENCIES

PUB DATE SUM 73

DESCRIPTORS

HIGHER EDUCATION	WORKING WOMEN
TEACHER WELFARE	LEAVE OF ABSENCE
EMPLOYER EMPLOYEE RELATIONSHIP	FEMINISM
WOMEN PROFESSORS	SEX DISCRIMINATION

CITATION AAUP BULLETIN; 59; 2; 176-177

GBRIC 7.707 MATERNITY LEAVE

REPORT NUMBER EJ106894

TITLE SEX DISCRIMINATION AS PUBLIC POLICY

AUTHOR(S) POTTKER, JANICE; FISHEL, ANDREW

PUB DATE NOV 74

ABSTRACT

ARTICLE EXAMINED THE POLICY PROCEDURE THAT EXISTED UNTIL STRUCK DOWN BY THE SUPREME COURT WHICH MADE IT A VIOLATION OF THE DUE PROCESS CLAUSE OF THE U.S. CONSTITUTION TO PROMOTE DISCRIMINATORY MATERNITY LEAVE POLICIES. (RK)

DESCRIPTORS

SEX DISCRIMINATION
LEAVE OF ABSENCE
PREGNANCY
TEACHER ASSOCIATIONS
CIVIL RIGHTS
PUBLIC POLICY
WOMEN TEACHERS
SCHOOL DISTRICTS
SUPREME COURT LITIGATION

CITATION EDUCATIONAL FORUM; 39; 1; 7-15

GBRIC 7.707 MATERNITY LEAVE

REPORT NUMBER EJ048208

TITLE DISCRIMINATING AGAINST THE PREGNANT TEACHER

PUB DATE DEC 71

DESCRIPTORS

FEMINISM
PREGNANCY
LEAVE OF ABSENCE
WOMEN TEACHERS

CITATION TODAY'S EDUCATION; 60; 9; 33-5

GBRIC 7.707 MATERNITY LEAVE

REPORT NUMBER EJ110991

TITLE MATERNITY LEAVES

AUTHOR(S) REUTTER, E. EDMUND, JR.

PUB DATE JAN 75

ABSTRACT

EXAMINES A 1974 SUPREME COURT DECISION THAT FOUND UNCONSTITUTIONAL A REGULATION REQUIRING A TEACHER TO LEAVE THE CLASSROOM AT A FIXED PERIOD FOLLOWING CONCEPTION. (AUTHOR/DN)

DESCRIPTORS

SUPREME COURT LITIGATION
LEAVE OF ABSENCE
TEACHER EMPLOYMENT
WOMEN TEACHERS
SEX DISCRIMINATION
PREGNANCY
TEACHER WELFARE
WORKING WOMEN

IDENTIFIERS

MATERNITY LEAVES

CITATION IAR RESEARCH BULLETIN; 15; 2; 3-5

GBRIC 7.707 MATERNITY LEAVE

REPORT NUMBER EJ077205

TITLE PREGNANT SCHOOLGIRLS AND PREGNANT TEACHERS: THE POLICY PROBLEM SCHOOL DISTRICTS CAN SIDESTEP NO LONGER

PUB DATE MAR 73

ABSTRACT

SUGGESTS IMPROVEMENTS IN BOARD MATERNITY POLICIES AND DESCRIBES LEGAL CONTRAINTS ON THESE POLICIES ARISING FROM RECENT COURT CASES. (JF)

DESCRIPTORS

ADMINISTRATIVE PROBLEMS
COURT CASES
MARITAL STATUS
PREGNANT STUDENTS
TEACHERS
BOARD OF EDUCATION POLICY
LEAVE OF ABSENCE
PREGNANCY
STUDENT RIGHTS

IDENTIFIERS

PREGNANT TEACHERS

CITATION AMERICAN SCHOOL BOARD JOURNAL; 160; 3; 23-29

GBRIC 7.707 MATERNITY LEAVE

REPORT NUMBER EJ077903

TITLE THIS ONE'S EVEN THOUGHER: PREGNANT TEACHERS OBLITERATING SCHOOL BOARD MATERNITY POLICIES

AUTHOR(S) NOLTE, M. CHESTER

PUB DATE MAR 73

ABSTRACT

DESCRIBES HOW BOARD MATERNITY POLICIES CAN BE CHANGED TO MEET JUDICIAL SCRUTINY. (JF)

DESCRIPTORS

BOARD OF EDUCATION POLICY
EQUAL PROTECTION
PREGNANCY
COURT CASES
LEAVE OF ABSENCE

IDENTIFIERS

PREGNANT TEACHERS

CITATION AMERICAN SCHOOL BOARD JOURNAL; 160; 3; 28-30

GBRIC 7.707 MATERNITY LEAVE

REPORT NUMBER EJ077904

TITLE CAN YOUR SCHOOL DISTRICT DEFEND A TIGHT MATERNITY POLICY IN COURT?

AUTHOR(S) FRENCH, LARRY

PUB DATE MAR 73

ABSTRACT

INDICATES AND DISCUSSES THOSE REASONS GIVEN BY BOARDS FOR REQUIRING PREGNANT TEACHERS TO GO ON MANDATORY LEAVE THAT WILL PASS JUDICIAL SCRUTINY. (JF)

DESCRIPTORS

BOARD OF EDUCATION POLICY
EQUAL PROTECTION
PREGNANCY
COURT CASES
LEAVE OF ABSENCE
TEACHERS

IDENTIFIERS

PREGNANT TEACHERS

CITATION AMERICAN SCHOOL BOARD JOURNAL; 160; 3; 30-31

GBRIE 7.709 RELIGIOUS LEAVE

REPORT NUMBER ED017263

TITLE LEAVE POLICIES AND PRACTICES REPORTED BY CALIFORNIA SCHOOL DISTRICTS 1966-1967.

AUTHOR(S) GORDON, GARFORD G.

SOURCE CALIFORNIA ASSOCIATION OF SCHOOL ADMINISTRATORS, BURLINGAME.; CALIFORNIA TEACHERS ASSOCIATION, BURLINGAME. RESEARCH DEPT.

NOTE 62 P.

PUB DATE OCT 67

ABSTRACT

WHILE CALIFORNIA SCHOOL DISTRICTS MAY GRANT LEAVES FOR PURPOSES SPECIFIED IN THE DUCATION CODE, THEY ARE ALSO AUTHORIZED TO GRANT LEAVES FOR OTHER REASONS. THE RESEARCH DEPARTMENT OF THE CALIFORNIA TEACHERS ASSOCIATION AND THE CALIFORNIA ASSOCIATION OF SCHOOL ADMINISTRATORS CONDUCTED A SURVEY OF DISTRICT POLICIES AND PRACTICES IN SELECTED PERSONNEL MATTERS. REPORTS OF LEAVE POLICIES AND PRACTICES ARE ARRANGED BY SCHOOL DISTRICT SIZE AND INCLUDE LEAVES FOR (1) PERSONAL MATTERS, (2) EMERGENCIES, (3) MATERNITY, (4) PATERNITY, (5) RELIGIOUS OBSERVANCES, (6) CHILD CARE, (7) COURT APPEARANCE, AND (8) POLITICAL OFFICE. POLICIES OF INDIVIDUAL DISTRICTS ARE IDENTIFIED. (WO)

DESCRIPTORS

ADMINISTRATIVE POLICY
ELEMENTARY SCHOOLS
JUNIOR COLLEGES
PERSONNEL POLICY
SECONDARY SCHOOLS
BOARD OF EDUCATION POLICY
FINANCIAL POLICY
LEAVE OF ABSENCE
PUBLIC SCHOOL SYSTEMS

IDENTIFIERS

CALIFORNIA

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GC 7.90 NONPROFESSIONAL PERSONNEL

REPORT NUMBER ED106913

TITLE CUSTODIAL MANAGEMENT PRACTICES IN THE PUBLIC SCHOOLS. RESEARCH BULLETIN NO. 19.

AUTHOR(S) BLAND, JAMES R.; WILDEY, CARL A.

SOURCE ASSOCIATION OF SCHOOL BUSINESS OFFICIALS, CHICAGO, ILL. RESEARCH CORP.

NOTE 48 P.

PUB DATE 75

ABSTRACT

THE PURPOSE OF THIS STUDY WAS TO GATHER INFORMATION REGARDING CUSTODIAL MANAGEMENT PRACTICES IN PUBLIC SCHOOLS OF THE UNITED STATES. MUCH OF THE ANALYSIS IS BASED ON GLAND'S 1971 STUDY OF CUSTODIAL PROGRAMS IN SELECTED INDIANA PUBLIC SCHOOLS. SCHOOL DISTRICT ADMINISTRATIVE PERSONNEL RESPONSIBLE FOR MAINTENANCE AND PLANT OPERATIONS WERE SURVEYED TO DETERMINE THE FOLLOWING: WHICH OF 75 CUSTODIAL MANAGEMENT PRACTICES WERE USED IN THE DISTRICT, WHICH OF THE 75 PRACTICES WERE JUDGED TO BE SOUND, WHY SCHOOL OFFICIALS JUDGED CERTAIN PRACTICES TO BE SOUND, WHY SCHOOL DISTRICTS WERE NOT USING CERTAIN PRACTICES THAT THEY JUDGED SOUND, WHETHER A RELATIONSHIP EXISTS BETWEEN UNION AFFILIATION OF CUSTODIAL STAFF AND USE OF SOUND CUSTODIAL MANAGEMENT PRACTICES, AND WHETHER A RELATIONSHIP EXISTS BETWEEN SCHOOL DISTRICT SIZE AND USE OF SOUND CUSTODIAL MANAGEMENT PRACTICES. (AUTHOR/JG)

DESCRIPTORS

ADMINISTRATOR ATTITUDES
DATA ANALYSIS
ELEMENTARY SECONDARY EDUCATION
SCHOOL ADMINISTRATION
SCHOOL DISTRICTS
SCHOOL SURVEYS
BUILDING OPERATION
EDUCATIONAL FACILITIES
MANAGEMENT SYSTEMS
SCHOOL BUILDINGS
SCHOOL MAINTENANCE

AVAILABILITY: ASSOCIATION OF SCHOOL BUSINESS OFFICIALS, 2424 WEST LAWRENCE AVENUE, CHICAGO, ILLINOIS 60625 ($2.00, MAKE CHECKS PAYABLE TO ASSOCIATION OF SCHOOL BUSINESS OFFICIALS)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

GCA 7.901 SALARY SCHEDULES AND CONTRACTS

REPORT NUMBER ED071177

TITLE SALARY GUIDES AND FRINGE BENEFITS FOR NON-CERTIFIED PERSONNEL, 1972-73. BULLETIN NO. 1.

SOURCE NEW JERSEY SCHOOL BOARDS ASSOCIATION, TRENTON. DIV. OF SPECIAL SERVICES.

NOTE 54 P.

PUB DATE 72

ABSTRACT

THE DATA PROVIDED IN THIS BULLETIN ARE GROUPED ACCORDING TO (1) OFFICE PERSONNEL AND ATTENDANCE PEROSNNEL, (2) MAINTENANCE AND OPERATION PERSONNEL, (3) TRANSPORTATION PERSONNEL, AND (4) CAFETERIA PERSONNEL. EACH SECTION REPORTS THE MINIMUM AND MAXIMUM SALARIES PAID FOR VARIOUS POSITIONS, THE AVERAGE SALARY INCREASE, AND THE VACATION POLICY. ADDITIONAL FRINGE BENEFIT AND COMPENSATION DATA INCLUDE THE SICK LEAVE AND THE PERSONAL LEAVE ALLOWED PER YEAR, THE NUMBER OF PAID HOLIDAYS EXCLUSIVE VACATION DAYS, AND THE PERCENTAGE OF HOSPITALIZATION PAID BY THE BOARD FOR AN EMPLOYEE AND HIS DEPENDENTS. A RELATED DOCUMENT IS EA 004 768. (AUTHOR/DN)

DESCRIPTORS

ATTENDANCE OFFICERS
FOOD SERVICE WORKERS
NONPROFESSIONAL PERSONNEL
PERSONNEL DATA
PUBLIC SCHOOLS
SCHOOL MAINTENANCE
STUDENT TRANSPORTATION
CLERICAL WORKERS
LEAVE OF ABSENCE
OFFICE OCCUPATIONS
PERSONNEL POLICY
SALARIES
SCHOOL PERSONNEL
WAGES

IDENTIFIERS

BUS DRIVERS
NEW JERSEY

AVAILABILITY: NEW JERSEY SCHOOL BOARDS ASSOCIATION, 407 W. STATE STREET, P. O. BOS 909, TRENTON, NEW JERSEY 08605

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

GCA 7.901 SALARY SCHEDULES AND CONTRACTS

REPORT NUMBER ED071178

TITLE SALARY GUIDES AND FRINGE BENEFITS FOR NON-CERTIFIED PERSONNEL, 1972-73. BULLETIN NO. II.

SOURCE NEW JERSEY SCHOOL BOARDS ASSOCIATION, TRENTON. DIV. OF SPECIAL SERVICES.

NOTE 77 P.

PUB DATE 72

ABSTRACT

THIS BULLETIN LISTS SALARY GUIDE AND FRINGE BENEFIT DATA FOR NONCERTIFIED PERSONNEL IN 155 OF NEW JERSEY'S 604 SCHOOL DISTRICTS. THE DATA PROVIDED IN THIS BULLETIN ARE GROUPED ACCORDING TO (1) OFFICE PERSONNEL AND ATTENDANCE PERSONNEL, (2) MAINTENANCE AND OPERATIONS PERSONNEL, (3) TRANSPORTATION PERSONNEL, AND (4) CAFETERIA PERSONNEL. EACH SECTION REPORTS THE MINIMUM AND MAXIMUM SALARIES PAID FOR VARIOUS POSITIONS, THE AVERAGE SALARY INCREASE, AND THE VACATION POLICY. ADDITIONAL FRINGE BENEFIT AND COMPANSATION DATA INCLUDE THE SICK LEAVE AND THE PERSONAL LEAVE ALLOWED PER YEAR, THE NUMBER OF PAID HOLIDAYS EXCLUSIVE OF VACATION DAYS, AND THE PERCENTAGE OF HOSPITALIZATION PAID BY THE BOARD FOR AN EMPLOYEE AND HIS DEPENDENTS. A RELATED DOCUMENT IS EA 004 767. (AUTHOR/DN)

DESCRIPTORS
ATTENDANCE OFFICERS
FOOD SERVICE WORKERS
LEAVE OF ABSENCE
OFFICE OCCUPATIONS
PERSONNEL POLICY
SALARIES
SCHOOL PERSONNEL
WAGES
CLERICAL WORKERS
FRINGE BENEFITS
NONPROFESSIONAL PERSONNEL
PERSONNEL DATA
PUBLIC SCHOOLS
SCHOOL MAINTENANCE
STUDENT TRANSPORTATION

IDENTIFIERS
BUS DRIVERS
NEW JERSEY

AVAILABILITY: NEW JERSEY SCHOOL BOARDS ASSOCIATION, 407 W. STATE STREET , P. O. BOX 909, TRENTON, N.J. 08605

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

GCA 7.901 SALARY SCHEDULES AND CONTRACTS

REPORT NUMBER ED077141

TITLE SALARY GUIDES AND FRINGE BENEFITS FOR NON-CERTIFIED PERSONNEL, 1972-73. BULLETIN NO. III.

SOURCE NEW JERSEY SCHOOL BOARDS ASSOCIATION , TRENTON, DIV. OF SPECIAL SERVICES.

NOTE 81 P.

PUB DATE 73

ABSTRACT

THIS BULLETIN LISTS SALARY GUIDE AND FRINGE BENEFIT DATA FOR NONCERTIFIED PERSONNEL IN 162 OF NEW JERSEY'S 604 SCHOOL DISTRICTS. THE DATA PROVIDED ARE GROUPED ACCORDING TO (1) OFFICE AND ATTENDANCE PERSONNEL, (2) MAINTENANCE AND OPERATIONS PERSONNEL, (3) TRANSPORTATION PERSONNEL, AND (4) CAFETERIA PERSONNEL. EACH SECTION REPORTS THE MINIMUM AND MAXIMUM SALAREIES PAID FOR VARIOUS POSITIONS, THE AVERAGE SALARY INCREASE, AND THE VACATION POLICY. ADDITIONAL FRINGE BENEFIT AND COMPENSATION DATA INCLUDE THE SICK LEAVE AND THE PERSONAL LEAVE ALLOWED PER YEAR, THE NUMBER OF PAID HOLIDAYS EXCLUSIVE OF VACATION DAYS, AND THE PERCENTAGE OF HOSPITALIZATION PAID BY THE BOARD FOR AN EMPLOYEE AND HIS DEPENDENTS. RELATED DOCUMENTS ARE ED 071 177-78 AND EA 005 239. (AUTHOR/DN)

DESCRIPTORS

ATTENDANCE OFFICERS
FRINGE BENEFITS
NONPROFESSIONAL PERSONNEL
PERSONNEL DATA
PUBLIC SCHOOLS
SCHOOL MAINTENANCE
STUDENT TRANSPORTATION
CLERICAL WORKERS
LEAVE OF ABSENCE
OFFICE OCCUPATIONS
PERSONNEL POLICY
SALARIES
SCHOOL PERSONNEL
WAGES

IDENTIFIERS

BUS DRIVERS
NEW JERSEY

AVAILABILITY: NEW JERSEY SCHOOL BOARDS ASSOCIATION, 407 WEST STATE STREET, P.O. BOX 909, TRENTON, NEW JERSEY 08605 (SERIES: $5.00; SINGLE COPY: $2.00)

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GCA 7.901 SALARY SCHEDULES AND CONTRACTS

REPORT NUMBER ED077142

TITLE SALARY GUIDES AND FRINGE BENEFITS FOR NON-CERTIFIED PERSONNEL, 1972-73. BULLETIN NO. IV: INDEX & ANALYSIS.

SOURCE NEW JERSEY SCHOOL BOARDS ASSOCIATION, TRENTON. DIV. OF SPECIAL SERVICES.

NOTE 80 P.

PUB DATE 73

ABSTRACT

THIS IS THE LAST OF A SERIES OF FOUR BULLETINS WHICH PROVIDE SALARY GUIDE AND FRINGE BENEFIT INFORMATION RELATIVE TO NONCERTIFIED PERSONNEL IN NEW JERSEY'S 604 SCHOOL DISTRICTS. THE MAJOR PORTION OF THE DOCUMENT IS GIVEN OVER TO AN ANALYSIS OF THE DATA CONTAINED IN THE THREE PREVIOUS BULLETINS. THIS VOLUME ALSO PROVIDES AN INDEX TO THOSE BULLETINS. TO REFER TO THESE BULLETINS SEE ED 071 177-78 AND EA 005 238. THE ANALYSIS SYNTHESIZES THE DATA PROVIDED IN THEPREVIOUS THREE BULLETINS. IT TAKES THE FORM OF 11 TABLES THAT CONTAIN (1) DISTRICT DISTRIBUTIONS BY COUNTY AND BY GROUP; (2) THE MEANS OF SALARY GUIDE MINIMUMS AND MAXIMUMS FOR SELECTED OFFICE PERSONNEL; (3) THE MEANS OF GUIDE MINIMUMS AND MAXIMUMS BY ENROLLMENT GROUPS FOR SOME OF THESE SAME GROUPS OF PERSONNEL; (4) A REPORT BY ENROLLMENT GROUP AVERAGE INCREMENT AND MEAN NUMBER, OR MEAN PERCENTAGE FOR VARIOUS KINDS OF DAYS OFF; AND (5) REPORTS OF HOSPITALIZATION, UNIFORM COMPENSATION, AND LICENSE BENEFITS. (EA)

DESCRIPTORS

ATTENDANCE OFFICERS
FOOD SERVICE WORKERS
INDEXES (LOCATERS)
OFFICE OCCUPATIONS
PERSONNEL POLICY
SALARIES
SCHOOL PERSONNEL
STUDENT ENROLLMENT
TABLES (DATA)
CLERICAL WORKERS
FRINGE BENEFITS
NONPROFESSIONAL PERSONNEL
PERSONNEL DATA
PUBLIC SCHOOLS
SCHOOL MAINTENANCE
STATISTICAL ANALYSIS
STUDENT TRANSPORTATION
WAGES

IDENTIFIERS

BUS DRIVERS
NEW JERSEY

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GCB 7.902 NONPROFESSIONAL POSITIONS

REPORT NUMBER ED077142

TITLE SALARY GUIDES AND FRINGE BENEFITS FOR NON-CERTIFIED PERSONNEL, 1972-73. BULLETIN NO. IV: INDEX & ANALYSIS.

SOURCE NEW JERSEY SCHOOL BOARDS ASSOCIATION, TRENTON. DIV. OF SPECIAL SERVICES.

NOTE 80 P.

PUB DATE 73

ABSTRACT

THIS IS THE LAST OF A SERIES OF FOUR BULLETINS WHICH PROVIDE SALARY GUIDE AND FRINGE BENEFIT INFORMATION RELATIVE TO NONCERTIFIED PERSONNEL IN NEW JERSEY'S 604 SCHOOL DISTRICTS. THE MAJOR PORTION OF THE DOCUMENT IS GIVEN OVER TO AN ANALYSIS OF THE DATA CONTAINED IN THE THREE PREVIOUS BULLETINS. THIS VOLUME ALSO PROVIDES AN INDEX TO THOSE BULLETINS. TO REFER TO THESE BULLETINS SEE ED 071 177-78 AND EA 005 238. THE ANALYSIS SYNTHESIZES THE DATA PROVIDED IN THE PREVIOUS THREE BULLETINS. IT TAKES THE FORM OF 11 TABLES THAT CONTAIN (1) DISTRICT DISTRIBUTIONS BY COUNTY AND BY GROUP; (2) THE MEANS OF SALARY GUIDE MINIMUMS AND MAXIMUMS FOR SELECTED OFFICE PERSONNEL; (3) THE MEANS OF GUIDE MINIMUMS AND MAXIMUMS BY ENROLLMENT GROUPS FOR SOME OF THESE SAME GROUPS OF PERSONNEL; (4) A REPORT BY ENROLLMENT GROUP AVERAGE INCREMENT AND MEAN NUMBER, OR MEAN PERCENTAGE FOR VARIOUS KINDS OF DAYS OFF; AND (5) REPORTS OF HOSPITALIZATION, UNIFORM COMPENSATION, AND LICENSE BENEFITS. (EA)

DESCRIPTORS

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FOOD SERVICE WORKERS
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STUDENT ENROLLMENT
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WAGES

IDENTIFIERS

BUS DRIVERS
NEW JERSEY

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GCD 7.903 RECRUITMENT AND HIRING

REPORT NUMBER ED109317

TITLE THE NEW FEDERAL WAGE-HOUR, EQUAL PAY, AND EQUAL EMPLOYMENT OPPORTUNITY LAWS. INCLUDING 1974 REVISIONS.

SOURCE INSTITUTE FOR MANAGEMENT, OLD SAYBROOK, CONN.

NOTE 273 P.

PUB DATE MAR 75

ABSTRACT

THIS BOOK IS DESIGNED TO EXPLAIN THE ENTIRE FAIR LABOR STANDARDS ACT. THE 1974 AMENDMENTS ARE DETAILED REGARDING NEW AND PREVIOUSLY COVERED EMPLOYEES, AGRIVULTURAL LABOR, GOVERNMENT EMPLOYEES, DOMESTICS, CONGLOMERATES, SMALL STORES, OTHER REVISIONS, OVERTIME EXEMPTIONS, AND AGE DISCRIMINATION. THE DOCUMENT ELABORATES ON SPECIFICATIONS FOR OVERTIME FOR VARIOUS CATEGORIES OF EMPLOYEES INCLUDING EXECUTIVE, ADMINISTRATIVE, AND PROFESSIONAL EXEMPTIONS AND SALESMEN. THE EMPLOYMENT AND WAGES OF CHILDREN AND STUDENTS ARE DISCUSSED AT LENGTH. RECORDKEEPING REQUIREMENTS ARE DIVIDED INTO TWO SECTIONS DEALING WITH GENERAL AND MISCELLANEOUS RULES. A SECTION DEVOTED TO EQUAL EMPLOYMENT OPPORTUNITIES DEALS THOROUGHTLY WITH COURT RULINGS ON THE POSITION OF MAN AND WOMAN BEFORE THE LAW, JOB ADVERTISEMENT, IMPLEMENTING CORRECTIVE MEASURES, AND DRAFTING AN EQUAL EMPLOYMENT OPPORTUNITY CONTRACT (EEOC) POLICY STATEMENT: IT PRESENTS TITLE SEVEN OF THE CIVIL RIGHTS ACT, A SAMPLE OF THE EMPLOYER INFORMATION REPORT EEO-1, AND INFORMATION REPORT INSTRUCTIONS. THE CONCLUDING SECTION IS CONCERNED WITH EQUAL PAY AND THE BENEFICIAL EFFECTS OF THE LAW. (JB)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
BUSINESS RESPONSIBILITY
EMPLOYMENT PRACTICES
EQUAL PROTECTION
LABOR LEGISLATION
MINIMUM WAGE LEGISLATION
RECORDKEEPING
WAGES
ADMINISTRATOR GUIDES
CIVIL RIGHTS LEGISLATION
EQUAL OPPORTUNITIES (JOBS)
FEDERAL LEGISLATION
MINIMUM WAGE
OVERTIME
SEX DISCRIMINATION

IDENTIFIERS

CIVIL RIGHTS ACT 1964 TITLE VII
FAIR LABOR STANDARDS ACT
EQUAL EMPLOYMENT OPPORTUNITY ACT 1972
FAIR LABOR STANDARDS ACTS AMENDMENTS 1974

AVAILABILITY: THE INSTITUTE FOR MANAGEMENT, IFM BUILDING, 130 ELM STREET, OLD SAYBROOK, CONNECTICUT 06475 ($29.95, INCLUDES THE COST OF PERIODIC UPDATES)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

GCD 7.903 RECRUITMENT AND HIRING

REPORT NUMBER ED054544

TITLE JOB DESCRIPTIONS: HOW TO WRITE THEM-HOW TO USE THEM.

SOURCE EDUCATIONAL SERVICE BUREAU, INC., WASHINGTON, D.C.

NOTE 88 P.

PUB DATE 66

ABSTRACT

THIS DOCUMENT PROVIDES GUIDELINES FOR PREPARING JOB DESCRIPTIONS AND SPECIFICATIONS IN EDUCATIONAL INSTITUTIONS. VARIOUS TERMS ARE DEFINED, CONDITIONS THAT PRECEDE THE COMPILATION OF JOB DESCRIPTIONS FOR SCHOOL DISTRICT PERSONNEL ARE DISCUSSED, AND SUGGESTIONS REGARDING THE DESCRIPTION FORMATS ARE OFFERED. THE REMAINDER OF THE DOCUMENT CONSISTS OF SAMPLE JOB DESCRIPTIONS PROVIDED BY VARIOUS SCHOOL DISTRICTS. POSITION DESCRIPTIONS ARE LISTED FOR (1) CENTRAL OFFICE PERSONNEL (ASSISTANT SUPERINTENDENTS, SECRETARIES, COORDINATORS, AND ADMINISTRATIVE ASSISTANTS; (2) SCHOOL PERSONNEL OTHER THAN CLASSROOM TEACHERS (PRINCIPALS, ASSISTANT PRINCIPALS, CLERICAL WORKERS, LIBRARIANS, GUIDANCE PERSONNEL, AND DEPARTMENT HEADS); AND (3) CLASSROOM TEACHERS. (MLF)

DESCRIPTORS
BOARD OF EDUCATION POLICY
GUIDELINES
OCCUPATIONAL INFORMATION
PRINCIPALS
SCHOOL SECRETARIES
TASK PERFORMANCE
EMPLOYMENT QUALIFICATIONS
JOB ANALYSIS
PARAPROFESSIONAL SCHOOL PERSONNEL
SCHOOL PERSONNEL
SCHOOL SUPERINTENDENTS
TEACHERS

IDENTIFIERS
CENTRAL OFFICE PERSONNEL

AVAILABILITY: EDUCATIONAL SERVICE BUREAU, INC., 1835 K STREET, N.W.,
WASHINGTON, D.C. 20006 ($4.95, QUANTITY DISCOUNTS)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

GCO 7.911 SEPARATION

REPORT NUMBER ED100013

TITLE TEACHERS AND OTHER SCHOOL EMPLOYEES.

AUTHOR(S) JACOBSEN, GENE S.

SOURCE NATIONAL ORGANIZATION ON LEGAL PROBLEMS OF EDUCATION, TOPEKA, KANS.

NOTE 45 P.; CHAPTER 4 OF THE YEARBOOK OF SCHOOL LAW 1974, EA 006

PUB DATE 74

ABSTRACT

DURING 1973, THE BROAD ISSUES CHARACTERIZING THE MAJORITY OF COURT DECISIONS CONCERNING SCHOOL EMPLOYEES WERE THE CONSTITUTIONAL AND STATUTORY RIGHTS OF TEACHERS AND THE RELATIONSHIP BETWEEN THESE RIGHTS AND THE AUTHORITY OF THE EMPLOYER TO ACT. DUE PROCESS, BOTH PROCEDURAL AND SUBSTANTIVE, CONTINUES TO RECEIVE EXTENSIVE COURT CONSIDERATION ALONG WITH TENURE DISPUTES. THIS CHAPTER REVIEWS AND DISCUSSES CASES INVOLVING DISCRIMINATION, DISMISSAL AND DISCIPLINE, SENIORITY, DUE PROCESS, COMPENSATION, LEAVES OF ABSENCE, RETIREMENT, COLLECTIVE BARGAINING, AND UNION ACTIVITY. (AUTHOR/DW)

DESCRIPTORS
CIVIL LIBERTIES
CIVIL RIGHTS
COLLECTIVE BARGAINING
COURT CASES
COURT LITIGATION
DUE PROCESS
ELEMENTARY SECONDARY EDUCATION
FEDERAL COURTS
GRIEVANCE PROCEDURES
LEAVE OF ABSENCE
SCHOOL LAW
SUPREME COURTS
TEACHER DISCIPLINE
TEACHER DISMISSAL
TEACHER SALARIES
TEACHER WELFARE
TENURE
UNIONS
YEARBOOKS

AVAILABILITY NOT AVAILABLE SEPARATELY; SEE EA 006 628

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

GCRF 7.916 NONSCHOOL EMPLOYMENT

REPORT NUMBER	ED120429
TITLE	A STUDY OF INTEREST IN PART-TIME EMPLOYMENT AMONG NON-TEACHING EMPLOYEES OF THE BOARD. REPORS NO. 132.
AUTHOR(S)	REICH, CAROL
SOURCE	TORONTO BOARD OF EDUCATION (ONTARIO). RESEARCH DEPT.
NOTE	29 P.
PUB DATE	SEP 75

ABSTRACT

A ONE-THIRD RANDOM SAMPLE SURVEY OF 1,128 NONTEACHING, FULL-TIME EMPLOYEES (CLERICAL, TRADES, TECHNICAL, PROFESSIONAL, MANAGERIAL, AND INSTRUCTIONAL SUPPORT CATEGORIES) OF THE TORONTO METROPOLITAN BOARD OF EDUCATION WAS CONDUCTED TO DETERMINE THEIR DEGREE OF INTEREST IN PART-TIME WORK. THE ANALYSIS, BASED ON QUESTIONNAIRE RESPONSES OF 458 CURRENT EMPLOYEES, INDICATED THAT THE LEVEL OF INTEREST IN PART-TIME WORK AT ANY ONE TIME IS RELATIVELY LOW, ABOUT 12% EVENLY SPLIT AMONG MALES AND FEMALES. HOWEVER, 33% OF THE EMPLOYEES REPORTED AN INTEREST IN PART-TIME WORK AT SOME POINT IN THEIR LIVES, WITH INTEREST OVER THE TOTAL WORKING IIFE BEING HIGHER AMONG WOMEN THAN MEN. MOST EMPLOYEES WITH AN INTEREST IN PART-TIME WORK PREFERRED SUCH A SCHEDULE FOR A RELATIVELY BRIEF PERIOD OF THEIR LIVES, FROM ONE TO FIVE YEARS. REASONS FOR A PREFERENCE OF PART-TIME EMPLOYMENT INCLUDED: OTHER INTERESTS, FURTHER EDUCATION, CHILD CARE, AND OTHER FAMILY RESPONSIBILITIES. A SECOND QUESTIONNAIRE WAS MAILED TO 203 MARRIED WOMEN WHO HAD LEFT BOARD EMPLOYMENT BETWEEN 1972 AND 1975. THE 102 RESPONDING EMPLOYEES SHOWED A HIGHER DEGREE OF INTEREST IN PART-TIME WORK, WITH 37% PRESENTLY PREFERRING PART-TIME EMPLOYMENT AND 69% PREFERRING FUTURE PART-TIME WORK. QUESTIONNAIRES ARE APPENDED. (EA)

DESCRIPTORS
BLUE COLLAR OCCUPATIONS
FEMALES
MALES
PART TIME JOBS
SCHOOL DISTRICTS
SURVEYS
EMPLOYEES
INTERESTS
NONPROFESSIONAL PERSONNEL
QUESTIONNAIRES
SCHOOL PERSONNEL
WHITE COLLAR OCCUPATIONS

IDENTIFIERS
ONTARIO (TORONTO)

EDRS PRICE MF-$0.83 HC-$2.06 PLUS POSTAGE

GCRGG 7.921 SICK LEAVE

REPORT NUMBER ED084646

TITLE METHODS OF REDUCING SICK LEAVE ABUSE. AN ERS INFORMATION AID.

AUTHOR(S) STEMNOCK, SUZANNE K.

SOURCE EDUCATIONAL RESEARCH SERVICE, WASHINGTON, D.C.

NOTE 11 P.

PUB DATE NOV 73

ABSTRACT

A PERENNIAL CONCERN TO EDUCATIONAL ADMINISTRATORS IS THE ABUSE OF SICK LEAVE BY SCHOOL EMPLOYEES. NUMEROUS SUGGESTIONS HAVE BEEN OFFERED FOR REDUCING THE ABUSE OF SICK LEAVE BOTH WITHIN EDUCATION AND INDUSTRY. THIS PUBLICATION REVIEWS 12 RESEARCH STUDIES THAT EVALUATE PLANS FOR REDUCING SICK LEAVE ABUSE AMONG VARIOUS CATEGORIES OF EMPLOYEES. ALSO REVIEWED ARE THREE UNEVALUATED PLANS. PAID SICK LEAVE SERVES TO RELIEVE ANY POSSIBLE ECONOMIC BURDEN ON A PROFESSIONAL EMPLOYEE WHO IS ILL, PROTECT SCHOOL CHILDREN FROM THE NECESSITY OF BEING EXPOSED TO A TEACHER WITH AN ILLNESS WHICH MIGHT BE COMMUNICATED TO THEM, AND OBVIATE THE PROBLEM OF TEACHERS PERFORMING AT A LOW LEVEL OF PROFICIENCY BY REASON OF AN INCAPACITATING ILLNESS. HOWEVER, THERE ARE OCCASIONS ON WHICH HEALTHY EMPLOYEES TAKE LEAVE OF THEIR DUTIES FOR OTHER THAN REASONS OF SICKNESS--BUT ATTRIBUTE THEIR ABSENCES TO PERSONAL ILLNESS. ACCORDING TO A REVIEW OF THE LITERATURE, AT LEAST TWO CATEGORIES OF PLANS HAVE BEEN DEVISED TO PREVENT SUCH MINUSES OF SICK LEAVE PROVISIONS: (1) THE OFFERING OF REWARDS OR BONUSES FOR NOT USING SICK LEAVE, AND (2) THE ELIMINATION OF PYSCHOLOGICAL AND MEDICAL REASONS FOR SICK LEAVE ABUSE. STUDIES PERTAINING TO THESE CATEGORIES ARE DESCRIBED HEREIN, AS WELL AS METHODS THAT ATTEMPT TO ELIMINATE THE REASONS FOR SICK LEAVE ABUSE. (AUTHOR)

DESCRIPTORS
ATTENDANCE
COST EFFECTIVENESS
INFORMATION DISSEMINATION
LITERATURE REVIEWS
NONPROFESSIONAL PERSONNEL
REWARDS
SECONDARY SCHOOLS
CLERICAL WORKERS
ELEMENTARY SCHOOLS
LEAVE OF ABSENCE
MILITARY PERSONNEL
PROBLEMS
SCHOOL PERSONNEL
TEACHERS

IDENTIFIERS
LEAVE ABUSE

AVAILABILITY: EDUCATIONAL RESEARCH SERVICE, INC., 1815 FORT MYER DRIVE,
ARLINGTON, VA 22209 ($2.00)

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

GCRH 7.922 VACATIONS FOR NONPROFESSIONAL EMPLOYS

REPORT NUMBER ED077142

TITLE SALARY GUIDES AND FRINGE BENEFITS FOR NON-CREDITED PERSONNEL, 1972-73. BULLETIN NO. IV: INDEX & ANALYSIS

SOURCE NEW JERSEY SCHOOL BOARDS ASSOCIATION, TRENTON. DIV. OF SPECIAL SERVICES.

NOTE 80 P.

PUB DATE 73

ABSTRACT

THIS IS THE LAST OF A SERIES OF FOUR BULLETINS WHICH PROVIDE SALARY GUIDE AND FRINGE BENEFIT INFORMATION RELATIVE TO NONCERTIFIED PERSONNEL IN NEW JERSEY'S 604 SCHOOL DISTRICTS. THE MAJOR PORTION OF THE DOCUMENT IS GIVEN OVER TO AN ANALYSIS OF THE DATA CONTAINED IN THE THREE PREVIOUS BULLETINS. THIS VOLUME ALSO PROVIDES AN INDEX TO THOSE BULLETINS. TO REFER TO THESE BULLETINS SEE ED 071 177-78 AND EA 005 238. THE ANALYSIS SYNTHESIZES THE DATA PROVIDED IN THE PREVIOUS THREE BULLETINS. IT TAKES THE FORM OF 11 TABLES THAT CONTAIN (1) DISTRICT DISTRIBUTIONS BY COUNTY AND BY GROUP; (2) THE MEANS OF SALARY GUIDE MINIMUMS AND MAXIMUMS FOR SELECTED OFFICE PERSONNEL; (3) THE MEANS OF GUIDE MINIMUMS AND MAXIMUMS BY ENROLLMENT GROUPS FOR SOME OF THESE SAME GROUPS OF PERSONNEL; (4) A REPORT BY ENROLLMENT GROUP AVERAGE INCREMENT AND MEAN NUMBER, OR MENA PERCNETAGE FOR VARIOUS KINDS OF DAYS OFF; AND (5) REPORTS OF HOSPITALIZATION, UNIFORM COMPENSATION, AND LICENSE BENEFITS. (EA)

DESCRIPTORS

ATTENDANCE OFFICERS
FOOD SERVICE WORKERS
INDEXES (LOCATERS)
OFFICE OCCUPATIONS
PERSONNEL POLICY
SALARIES
SCHOOL PERSONNEL
STUDENT ENROLLMENT
TABLES (DATA)
CLERICAL WORKERS
FRINGE BENEFITS
NONPROFESSIONAL PERSONNEL
PERSONNEL DATA
PUBLIC SCHOOLS
SCHOOL MAINTENANCE
STATISTICAL ANALYSIS
STUDENT TRANSPORTATION
WAGES

IDENTIFIERS

BUS DRIVER
NEW JERSEY

AVAILABILITY: NEW JERSEY SCHOOL BOARDS ASSOCIATION, 407 WEST STATE STREET,
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PART VIII

NEGOTIATIONS

Policy Outline

HAA	8.10	**Legal Status of Personnel Negotiations in Alabama**
HAB	8.20	**Complaints and Grievances; Other Procedures**

Policy Questions

HAA 8.10	**What is the legal status of negotiations for professional employees in Alabama? Is the current trend toward legalizing such negotiations? What is the present status of negotiations for nonprofessional employees?**
HAB 8.20	**What provisions are made for resolution of complaints and grievances? What provisions are made relative to designating negotiating teams to represent the board and central administration during "good faith" bargaining? Should these same personnel represent the board and central administration relative to nonprofessional employees? What preparations are being made to assure a minimum of disturbance should a negotiations bill pass the Alabama Legislature? What basic understandings are necessary?**

Major Considerations

Though collective bargaining has still not been legalized in Alabama, 1975 **produced the introduction of a "meet and confer bill" in the Legislature. Though this bill sponsored by professional education organizations in Alabama would most**

probably caused difficulties to those proponents who urged its passage, the very fact that such legislation was introduced is significant evidence that the current trend in Alabama among educators can only be described as recognition that passage of such legislation is imminent. Such recognition is shared by both proponents and opponents alike.

Since the professional organizations, both at the state and national levels, are staffed with legal personnel who are thoroughly familiar with various aspects of the negotiations process, it becomes critically important that superintendents and administrative staffs become familiar with the process as well, Board members, must, through their attorneys, be thorough with their responsibilities and legal precedents which concern abrogation of these duties during any negotiations issue or proceedings.

Of utmost importance for a Board of Education is a review of all personnel policies to assure that said policies afford all personnel the rights mandated by the Constitution, statutes, or common law precedents. Boards can not, however, abrogate their responsibility to provide within every school the proper atmosphere for learning. Recognition of rights associated withthe "teacher as a citizen," concept must be coupled with equal recognition of responsibilities which all personnel must discharge as employees of state government.

One could, from the above, assume quite logically that the best antidote for the hassle of bargaining is to provide everyone with the truth which is not nearly as bad as people suspect it to be.

The following general considerations should be adequately understood by all persons affected by the negotiations process prior to the passage of such permissive legislation:

1. In the absence of prohibitory statutes or regulations, such as currently exist in Alabama, public employees may organize as a labor union and bargain with employing agencies.

2. Presently in Alabama, public employees are eligible to join the American Federation of Teachers should they so desire.

3. Being recognized by the Board, teachers' organizations may bargain collectively for pay and working conditions which it may be in the power of the Board of Education to grant.

4. Boards of Education may not abrogate their right to have the last word in the bargaining process even though they recognize the teachers' union and agree to negotiate with it.

5. Public employees may not singly or collectively strike to enforce their demands. Such actions,including work stoppages which are in essence a strike, are illegal and subject to court injunction.

6. The parties may legally agree to arbitration of a specific dispute so long as the Board does so voluntarily, and does not lose its power to have the final word.

7. The parties, under the same line of reasoning, may legally decide to submit disputes to mediation under the same rules.

8. The Board of Education in its relations with teachers' groups must retain unto itself ultimate discretion on all issues; to do otherwise would be an illegal delegation of its state-given powers to others.

In preparation for the passage of collective bargaining legislation, the Board of Education might establish general guiding principles. Such principles could be classified in the following groups: (a) self preparation, (b) site preparation and establishment of ground rules, (c) bargaining techniques and tactics, and (d) procedures following contract ratification.

Self Preparation

Freedom from emotion.--Due to a lack of experience with negotiations, one tends to approach such a process with feelings of apprehension, sometimes with "anger towards the other side," and a pressing feeling of responsibility to those represented. Such feelings are understandable but must yield to logic and sharp wits in the acute contest of collective bargaining.

Fright, useless anger, and other emotions are a handicap in the negotiations process. The Board member and those on the team negotiating for the Board should, as an initial step, attempt to enter the negotiations process without prejudice, yet with sincerity and an open mind.

Experts in this area have pointed out that the initial climate of the bargaining sessions exerts extensive and lasting influence on how well the relevant areas can be explored and also on how effectively areas of dispute can be resolved.

Site Preparation and Ground Rules

Need for early planning.--If the bargaining sessions begin in confusion, they are most likely to end in the same manner. Thus, there can be no substitute for careful and long range planning.

Statements of philosophy and beliefs regarding negotiations and their relationship to educational needs of the district and resultant district objectives. Such statements by board members should be derived through participation of both upper and middle management personnel. The principals, often the persons "caught in the middle," must implement the final contract; thus their inclusion in board planning is considered vitally important.

Planning should also include legal personnel and the "pricing out" of the board's bargaining package. The costs of the total package should be studied in light of the financial circumstances common to the system. Fringe and noneconomic factors should be related to the total cost and to the School District's existing educational program.

A most important part of the pre-planning concerns complete familiarity of board members and upper and middle management with relevant legislation, recent court decisions which have a bearing on the negotiations' planning, and also attorney general's opinions which concern relevant issues. These legal references, including any and all relevant legally-oriented information, provide the essential framework within which the bargaining must occur.

Homework to do.--Accurate and complete data must be available,for accuracy is indeed a vital component of a successful approach. Information relative to salaries in neighboring districts, costs of proposed changes, economic conditions, working conditions, district ability to pay, analysis of community climate, overall staff morale, posture of the board of education, points of view of other team members(those on the opposite negotiating team), and any past arguments and current pressures which might affect the team all must be carefully evaluated accurately and as completely as possible. Preciseness and specificity are possible only when one is sure of the facts.

Though it may be helpful to review agreements made in other districts or states, board members and involved participants in the board's pre-planning should bear in mind that such review must be done while recognizing that the needs and aspects of the instant district are unique in many ways. Thus the agreements of other districts or states should only be evaluated as sources of ideas, not as models to copy.

Acquaintance with team members.--A recommended procedure is to become thoroughly acquainted with members of the board's negotiating team. Equally important, however is the establishment of a friendly relationship with members of the employees' bargaining team. Such an established familiarity can pay dividends when debate becomes heated. Such a procedure can do much to avoid remarks which might be interpreted as being "personally" critical of a member of the opposite team. Such a setting can avoid many emotional issues as wel

Application of chess principles.--Any one who has played the game of chess for any length of time knows the critical importance of anticipating the opponent's moves in advance. This strategy is also applicable to the plannng stages of negotiations proceedings. Calculation in advance of what will be requested, what may be offered, or what strategy will or might be utilized by the other side can be of help since this helps understand the other side's position and also helps in anticipated responses.

Setting a timetable.--Although it may be subject to change for a variety of reasons, both a starting and termination date should be established. "Working under the gun," so to speak, has been recognized as an effective bargaining technique since serious bargaining often does not begin until the deadline is imminent. Sufficient time should be allotted to allow for adequate give and take relative to elements being negotiated.

Meeting times with both starting and ending times should be established. Without such parameters, meetings tend to go on and on. Such a schedule can aid members of both teams in planning around both their professional and personal schedules. Such limitations on time can help to overcome another major problem. Sessions which last "around the clock" often can result in relatively poor decisions which can prove difficult to live by during the life of the contract.

The meeting room.--A variable often overlooked yet nonetheless important to effective execution of the negotiations process concerns the meeting room itself. A comfortable, well-lighted room with a table large enough to accommodate all members of both negotiating teams should be available. Comfortable chairs which lessen fatigue are also important. If smaller private rooms are available for caucusing, it facilitates the process. The atmosphere created by a dignified, business-like room sets a definite constructive tone for the bargaining. Costs should be jointly shared if the suite is procured at a neutral site. Members of both teams should agree on such matters prior to the start of the first session.

Ground rules.--Methods of submitting proposals to the other side, discussion, and the handling of impasse items should be agreed on ahead of time. Prior agreements relative to other matters such as who will be admitted to the sessions, whether press releases will be provided and if so, by whom should be decided. Those experienced in negotiations have pointed out that private meetings are preferred over public conferences. These authorities base this preference on the fact that the public exposure influences behavior in a manner which, in the overall process, tends to detract from effectiveness of the teams. They have noted in this respect that, for example, the teacher group representatives might act more militant while the team representing the Board of Education might tend to be overly conservative.

Also influential in the preference for private sessions is the belief by those familiar with the process that when positions are publicized, it makes it more difficult for bargainers on both sides to change their stands.

Makeup of the bargaining team.--Authorities differ as to whether board members and superintendents should participate in person as team members. This publication recommends such a procedure since the board members alone have the power to bind the agreement. Also, board members and the superintendents have a greater understanding of the overall situation, assuming that pre-planning has been properly conducted. Said persons are in a better position to react with dispatch to the demands of the teacher negotiators. Finally, the presence of board members and superintendents indicates a recognition of the importance of the process.

Size of the team.--Size of each team should be understood in advance by both sides. Many authorities advocate a three-man team. One and only one member serves as spokesman. All communication should go through the spokesman. The spokesman may, if he desires, call upon other members of his team for data which they possess or to secure opinions, but he and he alone is to speak for the group. He is chosen basically because he speaks well and is representative of the group.

The second member of the team provides data and information. He may be a specialist in finance or instruction. This person may change from session to session, depending on the topic under discussion or debate.

The third member serves as an observer-recorder. He keeps detailed, accurate notes and watches for nonverbal clues from the other side as issues are discussed.

Each team should select one or more alternates to function in case of illness of one of the three regular members, or other types of absences.

Agenda agreement.--The time spent on determination of an agenda can be very helpful to the ultimate process. Both sides can submit topics. These can be screened and reviewed relative to appropriateness and level of priority.

Negotiable variables.--Since even minor issues can be involved in the overall bargaining strategy, a broad definition would state that almost any issue is, to some degree, negotiable. Anything which might be of potential good for the district's education program is worthy of discussion. Examples of items commonly negotiated are salaries, curriculum, in-service education, teaching assignments, work loads, transfers and promotions, discipline, and a wide variety of related concerns. Statutory regulations can not be negotiated.

A major priority.--Both sides should recognize as a top priority ground rule the needs of the students to be educated in the schools of the School District. If only on this one all-important goal, the two sides should be in complete agreement from the beginning to the end of the negotiations process.

Bargaining Techniques And Tactics

There is no set way to conduct negotiations. The numbers of ways to bargain would most probably approximate the numbers of bargainers.

Each side should have a long-range strategy which is based on anticipated outcomes from the process. Since unexpected events are commonplace occurrances, this strategy must be accordingly flexible. All members of both sides should keep in mind that negotiation means compromise. Therefore few positions should be so firm that no other compromised position is possible. Even though a stand is taken, alternatives should be identified and effects analyzed relative to compromises on this stand.

During all sessions, a friendly, matter-of-fact manner should be maintained. Excessive stress on technicalities, legalisms, and formality can severely impede the process. Simple things such as shaking hands with all members of opposing teams, introductions of all members to each other, and a handshake and informal chatting following each meeting(no matter how heated) has been identified as a valuable procedure.

Specific problems during bargaining sessions and solutions.--Members of the teams should remember those skills usually associated with group dynamics, and the fact that these same skills are applicable around the bargaining table.

Members should speak clearly and use direct language. Negotiations should begin on a calm, patient, and tolerant basis. All parties should be treated with respect as equals, and with a fairminded attitude.

When discussing a "bad situation," frank yet courteous admissions are best. For example, if salaries are lower than in surrounding districts and no equalizing factors exist, this should be admitted. On the other hand, if some teachers are shirking basic responsibilities, denials are inappropriate when evidence to the contrary is available. Closely akin to the above is the presentation of the facts on any issue. Both sides must assure that facts are not misrepresented.

If errors are made, members guilty of such errors should apologize promptly and courteously. Members of both teams should be especially careful about making commitments they do not intend to keep. Such tactics can be of great harm in future re-negotiations for the trust factor will be diminished.

Negative replies to the other side should be supported by by logical reasons or data whenever possible. When an item which is controversial has reached a stage where impasse exists, both parties should keep the negotiations moving by passing over this issue temporarily. Another suggested procedure for avoiding impasses involves providing alternative solutions. While still another method of avoiding impasses selects one member of each team to study the particular issue and present procedures to break the "deadlock."

Every issue that is raised during the negotiations should be answered in some manner or a process agreed upon which will lead to binding resolution of the issue.

Authorities have recommended that the teams determine first those issues upon which both parties agree and dispose of these issues first. Such an approach has, according to its proponents, the advantage of setting a positive tone in the negotiations process since items are being agreed upon, progress is being made, and a healthy give-and-take atmosphere is being maintained.

However others, as does the present work, suggest that the negotiating teams should settle the major issues first. Such a procedure allows for compromise yet retains some "elbow room." Another key facet of such an approach rests in a belief by these authorities that, once the crucial issues are settled, others can be taken care of more quickly since they lend themselves more readily to compromise.

As the two sides approach agreement on an issue, said agreement should be examined from every possible angle relative to both short-term and long-range implications. Once the agreement on each issue has been reached, it should be reduced to writing, re-read so that all understand, and committed to the record as part of the yearly contract, subject to final review.

Relative to the writing of the words and phrases in the contract, it is important that agreement of a final nature on any part of the contract be withheld until agreement on all parts of the contract is reached. Should a piece-by-piece final agreement be attempted, said final and irrevocable agreement removes the item from consideration as possible future compromise material.

For the benefit of all concerned, the contract should be completed at the earliest possible date. Good faith efforts by members of both teams can avoid long and fruitless deadlocks and also a feeling that agrement can not be reached. Such "good faith bargaining" can also avoid bargaining against a deadline which has been proved as hazardous in some cases.

After the Contract Has Been Completed- The Procedures

Once the contract has been signed and ratified, the major responsibility which remains is to make the contract work. In the case of the board, this means in-service training for its field agents-the principals. In the case of the team representing the teachers, it means committee chairmen and building representatives. Both management and teachers must be thoroughly familiar with the contract provisions.

If the interests of the students are really to be placed as a top priority, both sides must avoid attempting to catch one another in minute contract violations if such are not part of some definite pattern. Such "hatchetman" tactics are beneath the dignity of a professional administrator or teacher and can not be condoned.

Grievance procedures.--In every employment relationship, dissatisfactions arise. The grievance procedure provides for an orderly means of clarifying contract provisions, solving disagreements, and resolving concerns. The redress of grievances has now become an important part of all school administration relative to the staff-administration relationship.

There is a preponderance of evidence to support the belief that the opportunity to raise grievances without fear of reprisal can do much to reduce conflict, increase communication, and contribute to improved morale and staff effectiveness. Through such procedures, the teacher's voice can be heard and the policy concerns of the administration can be clarified.

Reference: Norwalk Teachers Assn. v. City of Norwalk, 83 A. 2d 482 (Conn. 1951)

Reference: Pinellas County Classroom Teachers Ass'n. v. Board of Public Instruction of Pinellas County, 214 So. 2d 34 (Florida, 1968).

Reference: Board of Education v. Kankakee Federation of Teachers Local No. 886, 46 Ill. 2d 439, 264 N.E. 2d 18 (1970), cert. den. 91 S.Ct. 2203, (1971).

Reference: Board of Education v. Newark Teachers Union, Local No. 481, 114 N.J. Super. 306, 276 A. 2d 175 (1971).

The Legal Status of Personnel Negotiations in Alabama

HAA-8.10

The Board of Education is a public agency of the state and its employees are public employees. Opinions rendered by the Supreme Court of Alabama expressly forbid collective bargaining by the public agencies of Alabama. The Supreme Court of Alabama in a rendered opinion, held that:

> Thus the public agencies of Alabama have long been advised, without conflict, that matters of wages, hours, and conditions of employment never have been, and cannot become, a matter of collective bargaining and contract in the absence of constitutional or statutory authority and of course such administrative rulings have been in force and effect for many years, one highly persuasive authority of the correctness of the rule.

In reference to constitutional or statutory authority permitting collective bargaining by public agencies in Alabama, Thomas Lawson, former Attorney General of Alabama, stated:

> I have found no specific authorization for such a contract, nor has there come to my attention a provision of law from which the right to enter such an agreement might be necessarily implied.

The School District shall adhere to all provisions of the above rendered opinion of the Supreme Court of Alabama. The policy pertaining to complaints and grievances, filed-GAE and HAB (6.201 and 7.20) under this cover, shall be used by the School District in all matters relating to complaints and grievances.

Reference: 276 Alabama Reports, Pages 462, 463, 364, 465, and 466.

Hearings and appeals will be held in accordance with the following procedures:

A. The aggrieved party shall file in writing with the supervisor or Board a request for such hearing. Request shall identify the ruling, action, or failure to act complained of; such request shall be filed within fifteen (15) days of the date on which notice of such action or ruling is communicated to the person requesting the hearing.

B. Upon receipt of a request for a hearing, the supervisor or Board with whom the request is filed shall set a time and place for the hearing, which time shall not be less than five(5) days nor more than fifteen(15) days from the date on which the request is filed. The supervisor or Board shall give notice of the time and place of such hearing to all interested parties. Said hearing date may be reset by mutual agreement of both parties.

C. All parties shall have the right to legal counsel, to present witnesses and documentary evidence, and to cross-examine witnesses offered by other parties.

D. All parties shall be given the opportunity to present oral argument(of reasonable length and substance) and to file written briefs. All written briefs must be presented to all parties concerned.

E. The supervisor or Board before whom such hearing is held shall within a reasonable time, render in writing a decision.

F. No cost shall be assessed against either party to said hearing.

Complaints and Grievances

HAB-8.20

The normal procedure usually followed by each employee regarding a personal grievance related to his employment is to discuss the matter with the supervisor directly in charge. When the nature of the grievance dictates otherwise, the employee may present his grievances to any other higher supervisor. When the employee so decides, the initial conference concerning the grievance may be held with the Superintendent of Schools, or an unsatisfactory result of an interview with other supervisory personnel may be appealed to the Superintendent of Schools.

It is expected that most personal grievances will be resolved satisfactorily through these procedures. However, in the event that grievances related to the conditions of employment cannot be settled by said procedures, then the employee may appeal to the Board, and the Board shall set a date for the grievance hearing.

Hearings and Appeals

In case of controversies, aggrieved parties shall be entitled to a full hearing before the Board. All parties shall be entitled to counsel of their choice and opportunity to present sworn statements. Such hearings shall be before an Executive Session of the Board with only concerned parties present.

PART VIII

SELECTED READINGS ABSTRACTS
ON
NEGOTIATIONS

H 8.0 NEGOTIATIONS

REPORT NUMBER ED043939

TITLE A PLAN FOR INTERGROUP PARTICIPATION IN THE PROCESS OF DEVELOPING TEACHERS' SALARY SCHEDULES IN PUBLIC SCHOOLS: GUIDELINES FOR COOPERATIVE ACTION PATTERNS.

AUTHOR(S) DUNN, KENNETH JOHN

SOURCE EDUCATION COUNCIL FOR SCHOOL RESEARCH AND DEVELOPMENT, MINEOLA, N.Y.; ENGELHARDT, ENGELHARDT AND LEGGETT, INC., PURDY STATION, N.Y.

NOTE 219P.; PREPARED IN PARTIAL FULFILLMENT OF DEGREE OF DOCTOR OF EDUCATION IN TEACHERS COLLEGE, COLUMBIA UNIVERSITY, (NEW YORK, FEBRUARY 20, 1967)

PUB DATE OCT 67

ABSTRACT

FOCUSING ON THE INTERACTION OF A POLICY-MAKING GROUP, AN ADMINISTRATIVE GROUP, AND A TEACHER GROUP, THIS STUDY IS INTENDED AS (1) A RESOURCE AND REFERENCE FOR ISSUES AND CONTROVERSIES CONCERNING PERSONNEL POLICIES, (2) A GUIDE FOR DEVELOPING LOCAL POLICIES AND PROCEDURES, AND (3) A TOOL FOR ESTABLISHING EFFECTIVE ACTION PATTERNS IN LOCAL DISTRICTS. (AUTHOR/LLR)

DESCRIPTORS

ADMINISTRATIVE POLICY
BOARD OF EDUCATION POLICY
GROUP RELATIONS
PERSONNEL POLICY
SALARIES
ADMINISTRATOR GUIDES
COLLECTIVE NEGOTIATION
GUIDELINES
POLICY FORMATION
SCHOOL PERSONNEL

AVAILABILITY: UNIVERSITY MICROFILMS, A XEROX COMPANY, 300 NORTH ZEEB ROAD, ANN ARBOR, MICHIGAN 48103 (ORDER NO. 67-9443, MF $3.00, HC $10.15)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

REPORT NUMBER ED101453

TITLE THE COMMUNITY AT THE BARGAINING TABLE. A REPORT ON THE COMMUNITY'S ROLE IN COLLECTIVE BARGAINING IN THE SCHOOLS.

SOURCE INSTITUTE FOR RESPONSIVE EDUCATION, BOSTON, MASS.

NOTE 65P.

PUB DATE JAN 75

ABSTRACT

THE INSTITURE FOR RESPONSIVE EDUCATION AND ITS STUDY TEAM ARE LOOKING AT WAYS TO WIDEN THE SCOPE OF COLLECTIVE BARGAINING TO PROVIDE ROOM FOR COMMUNITIES TO PARTICIPATE IN POLICY FORMULATION IN THEIR SCHOOLS. THE TRADITIONAL MANAGEMENT-LABOR APPROACH WAS DESIGNED TO RESOLVE DIFFERENCES ABOUT WAGES, FRINGE BENEFITS, AND THE RULES, RIGHT, AND RESPONSIBILITIES OF EMPLOYERS AND EMPLOYEES, NOT TO RESOLVE DIFFERENCES BOUT THE RIGHTS OF CHILDREN, PARENTS, AND TAXPAYERS INVOLVED IN THE EDUCATIONAL PROCESS. AS MORE AND MORE EDUCATIONAL DECISIONS ARE MADE IN BILATERAL, BEHIND-CLOSED-DOOR NEGOTIATIONS, THERE WILL BE EVEN LESS OPPORTUNITY FOR CONSTRUCTIVE IDEAS FROM STUDENTS, PARENTS, AND OTHERS IN THE COMMUNITY THAN THERE ARE NOW. FURTHERMORE, COLLECTIVE BARGAINING SEEMS TO BE MOVING TOWARD GREATER CENTRALIZATION IN LARGE SCHOOL DISTRICTS, MAKING IT EVEN MORE DIFFICULT FOR THE PEOPLE CONCERNED ABOUT AN INDIVIDUAL SCHOOL--TEACHERS, STAFF, PARENTS, STUDENTS, AND COMMUNITY RESIDENTS--TO BE ADEQUATELY REPRESENTED. WE NEED TO BREAK OUT OF THE CONFINES OF THE NARROW, BILATERAL APPROACHES TO EDUCATIONAL DECISION MAKING IN GENERAL AND THE CLOSED-DOOR COLLECTIVE BARGAINING PATTERNS IN PARTICULAR. (AUTHOR/WM)

DESCRIPTORS

ANNOTATED BIBLIOGRAPHIES
BOARD OF EDUCATION ROLE
COLLECTIVE BARGAINING
COLLECTIVE NEGOTIATION
COMMUNITY INVOLVEMENT
COMMUNITY ROLE
CONFLICT RESOLUTION
DECISON MAKING
EDUCATIONAL CHANGE
ELEMENTARY SECONDARY EDUCATION
GOVERANCE
POLICY FORMATION
SCHOOL COMMUNITY RELATIONSHIP
TEACHER ASSOCIATIONS
TEACHER MILITANCY

AVAILABILITY: INSTITUTE FOR RESPONSIVE EDUCATION, 704 COMMONWEALTH AVENUE,
BOSTON, MASSACHUSETTS 02215 ($.300)

EDRS PRICE MF-$0.76 HC- $3.32 PLUS POSTAGE

H 8.0 NEGOTIATIONS

REPORT NUMBER	ED101469
TITLE	THE PRINCIPAL'S ROLE IN COLLECTIVE NEGOTIATIONS
AUTHOR(S)	PANACI, ALBERT W.
NOTE	9P.; PAPER PRESENTED AT NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS ANNUAL CONVENTION (59TH, LAS VEGAS, NEVADA, FEBRUARY 7-12, 1975)
PUB DATE	FEB 75

ABSTRACT

THIS PAPER PRESENTS AN OVERVIEW OF TEACHER STRIKES FROM THE PERSPECTIVE OF SCHOOL ADMINISTRATORS AND PRESENTS GUIDELINES FOR THE ACTIONS OF PRINCIPALS, SUPERINTENDENTS, AND SCHOOL BOARD MEMBERS BEFORE, DURING, AND AFTER A STRIKE. INCLUDED ARE RECOMMENDATIONS FOR ESTIMATING THE DOLLAR VALUE OF TEACHER SALARIES AND FRINGE BENEFITS, PLANNING AND CARRYING OUT NEGOTIATIONS, RESOLVING IMPASSES, AND DEVELOPING A CONTINGENCY PLAN FOR OPERATING THE DISTRICT DURING A STRIKE. (JG)

DESCRIPTORS

ADMINISTRATIVE POLICY
ADMINISTRATOR ROLE
COLLECTIVE BARGAINING
CONFLICT RESOLUTION
EMPLOYER EMPLOYEE RELATIONSHIP
TEACHER STRIKES
ADMINISTRATOR GUIDES
BOARD OF EDUCATION ROLE
COLLECTIVE NEGOTIATION
ELEMENTARY SECONDARY EDUCATION
TEACHER SALARIES

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

H 8.0 NEGOTIATIONS

REPORT NUMBER	ED116333
TITLE	PRODUCTIVITY AND DISCIPLINARY RULES--HOW TO NEGOTIATE THEM AND MAKE THEM WORK.
AUTHOR(S)	OSTERMAN, MELVIN H., JR.
SOURCE	NEW YORK STATE SCHOOL BOARDS ASSOCIATION, ALBANY.
NOTE	9P.; CHAPTER 4 OF PERSONNEL MANAGEMENT INSTITUTES, 1975, EA 007 811
PUB DATE	DEC 75

ABSTRACT

PUBLIC SCHOOL COLLECTIVE BARGAINING WILL NOT WORK UNLESS MANAGEMENT APPROACHES NEGOTIATIONS AS A TWO-WAY STREET AND DEMANDS FROM THE UNION WHAT IT REQUIRES TO PROTECT ITS OWN INTERESTS. WITH TODAY'S SURPLUS OF AVAILABLE TEACHERS, MANAGEMENT HAS THE OPPORTUNITY TO RECLAIM PREROGATIVES IT HAS ABDICATED THROUGH PAST NEGOTIATIONS, IN PARTICULAR, SCHOOL OFFICIALS SHOULD USE THE COLLECTIVE BARGAINING PROCESS TO MAKE SIGNIFICANT IMPROVEMENTS IN THE AREA OF DISCIPLINARY PROCEDURES FOR SCHOOL EMPLOYEES AND NEGOTIATED PRODUCTIVITY AGREEMENTS. NEW YORK NOW PERMITS SCHOOL DISTRICTS TO NEGOTIATE DISCIPLINE PROCEDURES FOR NONINSTRUCTIONAL PERSONNEL AS AN ALTERNATIVE TO EXISTING STATUTORY REQUIREMENTS. SCHOOL OFFICIALS SHOULD SEEK SIMILAR LEGISLATION COVERING INSTRUCTIONAL PERSONNEL AND THEN TAKE ADVANTAGE OF THE OPPORTUNITY TO NEGOTIATE SIMPLE, EFFECTIVE PROCEDURES FOR EMPLOYEE EVALUATION AND DISCIPLINE. SIMILARLY, COLLECTIVE BARGAINING CAN CONTRIBUTE IMPORTANTLY TO GAINS IN PRODUCTIVITY. HOWEVER, EFFECTIVE PRODUCTIVITY BARGAINING REQUIRES CAREFUL PREPARATION AND TECHNICAL EXPERTISE ON BOTH SIDE OF THE BARGAINING TABLE AND A COMPLETE COMMITMENT TO THE CONCEPT BY BOTH MANAGEMENT AND THE UNION. (AUTHOR/JG)

DESCRIPTORS

ADMINISTRATIVE POLICY
COLLECTIVE NEGOTIATION
ELEMENTARY SECONDARY EDUCATION
PERSONNEL POLICY
TEACHER DISCIPLINE
TEACHER EVALUATION
COLLECTIVE BARGAINING
CONTRACTS
EMPLOYER EMPLOYEE RELATIONSHIP
PRODUCTIVITY
TEACHER EMPLOYMENT

IDENTIFIERS

NEW YORK

AVAILABILITY: NOT AVAILABLE SEPARATELY; SEE EA 007 811

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS

H 8.0 NEGOTIATIONS

REPORT NUMBER ED119298

TITLE POLICY MAKING AND ISSUES OF EDUCATION IN NEW YORK STATE

AUTHOR(S) MICHEL, GEORGE J.

NOTE 17P.; EDITED VERSION CF A PAPER PRESENTED AT THE DELTA KAPPA GAMMA CONFERENCE (ALBANY, NEW YORK, MAY, 1975)

PUB DATE MAY 75

ABSTRACT

AMONG RECENTLY EMERGED EDUCATIONAL POLICY STRUCTURES IN NEW YORK STATE, ONLY THE NEW YORK STATE UNITED TEACHERS IS LIKELY TO BECOME A PERMANENT NEW FORCE, AND ITS INFLUENCE OVER GENERAL EDUCATIONAL POLICIES IS EXPECTED TO BE WEAK. WITHIN THE CURRENT POLITICAL-EDUCATIONAL POLICY STRUCTURE, PROSPECTS ARE DIM FOR SOLUTIONS TO SUCH COMPLEX ISSUES AS STATE FUNDING OF SCHOOLS AND EQUALIZING EDUCATIONAL OPPORTUNITY. POLITICAL AND EDUCATIONAL FEUDS PREVENT CREATION OF A NEW EDUCATIONAL POLICY STRUCTURE AND ELIMINATE ANY POSSIBILITY OF SOLUTIONS TO THESE PROBLEMS. IT IS ALSO DOUBTFUL THAT THE CONTROVERSIAL ISSUE OF EDUCATIONAL DECENTRALIZATION WILL BE RESOLVED. THE IMPACT OF TEACHER NEGOTIATIONS AND UNIONIZATION SHOULD BE DESCRIBED AS ILLUSORY, SINCE IT IS DIFFICUT TO VERIFY EITHER HARMFUL OR BENEFICIAL RESULTS FROM SUCH NEGOTIATIONS. MOST BENEFITS THAT CAN BE DOCUMENTED SEEM EXCESSIVELY COSTLY TO UNIONIZED TEACHERS, THOUGH NON-UNIONIZED TEACHERS IN NEIGHBORING DISTRICTS ENJOY A BENEFICIAL SPILLOVER EFFECT. (AUTHOR/JG)

DESCRIPTORS
COLLECTIVE NEGOTIATION
EDUCATIONAL POLICY
EQUAL EDUCATION
POLITICAL ISSUES
STATE AGENCIES
UNIONS
DECENTRALIZATION
ELEMENTARY SECONDARY EDUCATION
POLICY FORMATION
POWER STRUCTURE
STATE AID

IDENTIFIERS
NEW YORK

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PART IX

INSTRUCTIONAL PROGRAM

Policy Outline

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IDCF	9.404	Work Study Programs
IDD	9.405	Special Programs
IDDD	9.406	Gifted Students
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IDDF	9.408	Special Education

IDDFA	9.409	Instruction for Handicapped Pupils
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Policy Questions

9.0 I Instructional Program

9.10 IA Instructional Philosophy

Upon what basic thesis is the philosophy based? What philosophical concerns characterize the Board's recognition of its responsibility? Do these include all aspects of the curriculum? What principles of child growth and development are recognized by the Board? How is the curriculum to be enriched?

9.101 IAA What is the philosophy of the School District concerning academic freedom? Is academic freedom viewed differently when working with children than viewed at a higher level of education? If so, why?

9.20 IB Goals and Objectives

What are the instructional goals and objectives of the Board? Do they provide for balance among cognitive, affective and psychomotor domains? How are local school objectives to be established? How are they to be evaluated? What measurable standards are provided? Can all objectives be behaviorally-oriented?

9.20 IC Curriculum Development

9.301 9.303 IC- ICC Should the School District have a research and development function for the purpose of curriculum development? If so, what areas should be studied and what resources should be developed for research and development? How should these results be used by local school professional personnel to improve the curriculum?

9.304 ICF At what level of administration is the curriculum to be approved and adopted? What constraints apply to curriculum adoption?

9.305 ICFA What policies should govern curriculum guides and/or course outlines as a means of determining and/or articulating the instructional programs of the schools? How may courses and curricula be changed, modified, improved, or substituted?

9.40 ID Basic Curriculum Design

What is the basic source upon which Alabama school districts rely for basic curriculum design? What degree of flexibility is present to implement innovative programs? What procedures must be followed in departure from the basic design?

9.401 IDA What are the primary aims of the basic curriculum for grades one through twelve? What regulatory agencies govern the basic instructional program?

9.402 IDBB What are the objectives of the drug program in Alabama? How effective has the program been? What basic responsibilities must be fulfilled in administration of the drug education program?

9.402 IDCA What procedures govern summer school programs? How much flexibility is present? Are summer school programs subject to regulation by state and regional accreditation agencies? Are all schools required to operate summer school programs?

9.404 IDCF How are work study programs provided in the district? What are the purposes for such programs? What constraints should apply?

9.405 IDD What criteria are employed in forming any special class? How are placement committees chosen? What other state agencies are involved in establishment and operation of special programs?

9.406 IDDD How are students selected to participate in the gifted student program?

9.407 IDDE What is the legal status of the driver education program in Alabama? How is the insurance handled? What regulations of the Board concern operation of vehicles designated as driver training vehicles? Have the driving simulators produced results to justify the prohibitive costs of said aids?

9.408 IDDF What types of programs are available to assist children and youth with learning disabilities? How are said disabilities and their existence determined? Are special education students to participate in certain aspects of the standard curriculum? Have the results of special education programs justified the financial costs of said programs? What specific results does the special education curriculum attempt to insure?

9.409 IDDFA What provisions are made for the education of students who are crippled, deaf, or otherwide physically handicapped? What provisions are made to provide homebound teachers for students unable to attend school due to sickness(of a prolonged nature)

9.410 IDF What procedures apply to interscholastic activities which are non-athletic in nature? Do the procedures fully recognize the in loco parentis role of school personnel? Are students properly instructed relative to applicable safety measures? How are they transported? Who determines eligibility for participation?

9.411 IDFA What procedures must be followed in administration of the interscholastic athletic program? Who is responsible for management of the athletic program in the local school? What duties are involved? What is the role of the State Athletic Association? The Board? What safety precautions are observed relative to student athletes?

9.412 IDG What provisions are made by the Board to encourage use of school facilities for community education programs? What are the basic ingredients of the adult basic education program? How many adults presently are enrolled in the district?

9.50 IE IEA Instructional Arrangements: Grouping for Instruction

What policies should govern grouping for instruction on the basis of aptitude and achievement test scores? What specific outcomes are sought in grouping of students? How flexible should a grouping pattern be? Is grouping to be accomplished by placing the brightest in one section and others in another section of the same course or is it to be accomplished within one section? Are aptitude and achievement test scores to be used for grouping for instruction?

9.501 IEC What are the maximum and minimum numbers permitted by the district? What regulatory criteria of state and regional accrediting agencies apply? Is an optimum class size to be established related directly to the instructional program? For example, are some class sizes to be large and some small according to function and purpose? If so, what sizes are best related to instructional objectives in grouping for instruction? What degree of flexibility relative to class size should exist? Should the principle of "form fits the function" apply in all class size situations?

9.60 IFA Instructional Materials

Through what organizational method can the most reliable data relative to needs assessment be achieved?

9.601 IFAA What policies should govern the selection and adoption of textbooks? What are the roles and functions of the State Legislature? Superintendend of Schools? State Department of Education? State and local Boards of Education? principals? instructional supervisors? teachers? lay citizens? Are textbooks viewed as determining the basic curriculum or supporting the basic curriculum? What legal constraints apply to adoption of textbooks in Alabama? What procedures are followed relative to distribution, collection, and safe-keeping of state-owned textbooks?

9.602 IFBC What is the basic Board philosophy relative to Library/ Media Centers? What are the general objectives relative to library materials-types, kinds of information? What general guidelines should govern selection of all types of materials? What criteria should be used in selecting recorded sound as on records, tapes, cassettes? What criteria apply to other audio-visual materials and their selection? How are public challenges to library materials resolved? Through what channels are complaints directed?

9.609 IFCB What provisions govern field trips and excursions? Are students required to furnish written parental permission? Are said slips filed for reference? Are adequate safety precautions taken? Do precautions taken denote recognition by teachers and administrators of their in loco parentis roles relative to student welfare and safety? Do students or teachers understand the protections afforded invitees and licencees? Is adequate insurance provided? How are children to be transported?

9.70 IHF Graduation Requirements

What minimum requirements are provided in the Alabama Course of Study relative to graduation? Can the Board mandate additional requirements beyond the state approved minimum? If a system uses a track system, are graduation requirements to be specified for the various tracks available, and if so, how? What provisions should be made relative to special education students? Should they be awarded diplomas similar to those awarded to students in the regular program? What regional accreditation agency requirements concern graduation requirements in Alabama? Can graduation be accelerated for bright students or for those who wish to accelerate it through other means?

9.80 IK Miscellaneous Variables of Instructional Program

9.801 IKB Should the Board foster scientific studies of controversial issues? How are teachers to handle discussion of controversial issues? Can a teacher teach a particular viewpoint relative to said issues? What are the key considerations which mandate strict teacher neutrality at the high school level? How does one reconcile the concept of academic freedom with the role of the teacher in discussion of controversial issues? Must the teacher's rights be governed by his role as exemplar?

9.802 IKDA What procedures govern display of flags of the United States and State of Alabama in and outside of schools?

9.803 IKE What provisions assure maximum benefit from assembly programs?

9.804 IKI What basic reasoning applies to preparation and use of lesson plans by teachers? How can teachers secure help in making lesson plans? What is the principal's role?

9.805 IKC-E How should the teaching about religion be approached? What approaches to the subject have court precedents permitted? Which have been disallowed?

Major Considerations

Relatively few Board policies are needed in this major category of policy, because the items relate basically to professional functions. Those policies that are needed, however, are vital. The basic curriculum design will have more influence on what the school is and does than will any other sub-category. In most cases, the State Legislature has set up the basic program. The school district, however, is given ample freedom under statutes to assure that the curriculum is appropriately suited to the many needs and interests of students attending its schools.

Instructional Philosophy
IA-9.10

The County Board of Education believes that the primary function of the public schools is to promote the understanding, maintenance and improvement of the American way of life. The curriculum in schools of this School District shall promote the development of democratic values and shall be based on a program of instruction in academic and technical subjects and instruction in fine arts, health, vocational skills, citizenship, moral and spiritual values, and cultural development.

The responsibility for providing a program of education is placed on the Board of Education by the Alabama Legislature. In fulfilling this responsibility, the Board recognizes that:

A. Individuals differ in their mental abilities, physical stamina, application, background of learning, and other factors which determine progress in the school program.

B. Provision of an adequate educational opportunity for each individual requires a comprehensive program of courses and activities; some to be regarded as common learnings for all individuals and some to be elected in terms of the individual's needs, interests, and competencies.

C. Counseling and guidance services are essential to pupil placement, scheduling, (of courses and activities), and evaluation of progress.

D. An educational opportunity must be provided for each individual who is eligible for enrollment in the school system and said opportunity shall be equal for all individuals being utterly non-discriminatory in nature. All courses shall be open to all students, irregardless of sex, subject to permissible Title IX exceptions.

E. Individuals should be placed in programs of instruction and activities by guidance and counseling procedures which include conferences among pupils, parents, and teachers.

F. Instruction in all subjects and activities of the school program should include teaching the values of citizenship, health, communication, discipline, and moral, spiritual, and cultural development and should contribute to the understanding, maintenance, and improvement of the American way of life. Competent teachers and effective materials and methods are provided.

G. Each pupil is identified as an individual and is placed with counseling assistance in the school program. Each pupil has the right to progress in relation to his own ability, stamina, willingness to work, and vocational preferences.

H. Clubs, athletics and all other school sponsored activities are an integral part of the total school program, but are to be considered supplementary to the academic program.

I. The pupil's right to learn is protected. A pupil is not permitted to waste time in school; therefore, reasonable standards of application and behavior are expected. No pupil is permitted to infringe in any way on the rights of his classmates to learn.

Instructional Philosophy

IA-9.10

The Board of Education emphasizes the importance of providing students with opportunities to maximize the development of their mental, physical, and social potential through cognitive, affective, and psychomotor-oriented educational experiences. This is very important for the School District as well as the entire state of Alabama, to the worth of the individual and committed to freedom and equal opportunity for all. The main trends of a democracy are liberty, justice, and equality of opportunity. Educational opportunities should serve all these purposes.

Original

Academic Freedom

IAA-9.101

Academic freedom may be defined as the right of a qualified scholar to pursue the search for truth in its many forms and to make public his methods and findings. It is the right of a qualified teacher to encourage freedom of discussion and controversial questions in the classroom and to develop in his students a love of knowledge and a desire for truth. The teachers should keep in mind that academic freedom is not a political right guaranteed by the Constitution, but rather a necessary condition for the successful practice of the academic profession in a free aociety.

It is recognized that the application of the principle of academic freedom at the public school level involves considerations which are not equally present in colleges or universities. The teachers should take into account the relative immaturity of their students and the need for guidance and help in studying the issues and arriving at balanced views.

Reference: For legal references, note Appendix.

Goals and Objectives

IB- 9:20

Many profound changes are occurring in the world today, but there is a fundamental force contributing to all of them. That force is the expanding role accorded in modern life to the rational powers of man. By using these powers to increase his knowledge, man is attempting to solve the riddles of life, space, and time which have long intrigued him. By using these powers to develop sources of new energy and means of communication, he is moving into interplanetary space. By using these powers to make a smaller world and larger weapons, he is creating new needs for international organization and understanding. By using these powers to alleviate disease and poverty, he is lowering death rates and expanding populations. By using these powers to create and use a new technology, he is achieving undreamed affluence, so that in some societies distribution of goods and services has become a greater problem than the production of goods and services.

The rational powers of the human mind are central to individual dignity, human progress, and national survival. The purpose which runs through and strengthens all other educational purposes -- the common thread of education -- is the development of the ability to think. This is the central purpose to which the school must be oriented if it is to accomplish either its traditional tasks or those newly accentuated by recent changes in the world.

To achieve the above mentioned central purpose of education, the instructional program at all grade levels shall be directed toward the goal of helping each pupil to develop to his or her fullest potential. It shall be concerned with helping the pupil:

A. Develop adequate skills of communication;

B. Learn how to use numbers effectively in his personal and occupational life;

C. Develop adequate work habits and study skills;

D. Develop an appreciation of his heritage and the knowledges and skills needed for effective citizenship;

E. Appreciate and use the scientific world in which he lives for the benefit of humanity; and

F. Develop desirable personal-social skills.

The school environment, materials for teaching and learning, equipment and supplies, approaches to teaching and teacher behavior and school organization are all important components of a strong instructional program and should be under continuous study if the school program is to be effective in our present day society.

Goals and Objectives
IB-9.20

The goals of the Board are as follows:

A. Academic development of a child to the maximum extent possible which is consistent with his or her abilities. This implies that schools will retain each student until it is evident that he cannot or will not materially benefit from further academic endeavor. Inherent in this objective is the desire to teach the student to think rationally in a society in which many actions are irrational.

B. Development of qualities of citizenship. To become a functioning member of our democratic society, and to be equipped with the tools of knowledge necessary not only to perpetuate it but to improve it is one of the highest achievements a student can attain. Development in the student of a respect for the rights, opinions, and credos of others, and teaching him to live cooperatively but responsibly and with maturity within his society is a primary objective of the school.

C. Development of physical fitness. A healthy mind functions best in a healthy body, and the Board recognizes the need for guidance of physical development as well as mental growth. Such a program will include preparation of pupils for worthwhile leisure time activities as adults.

D. Development of practical skills. It is the intention of the Board to develop in the child the ability to earn a living in a competitive society and to prepare him to take his place in the economic dealings which accompany such a position. The Board supports the intention of students to seek additional education in colleges and universities in preparation for business or professional careers. But it also recognizes the need to concern itself with students who desire to become craftsmen in fields such as mechanics, electronics, cosmetology, and related fields. Recognizing that many students will seek employment upon graduation from the public schools, the Board feels the needs of this group must be adequately satisfied.

E. Development of the moral and spiritual being. The Board understands that religious indoctrination is not one of its duties. However, the Board sees no such intention in stating that one of the objectives of the educational program of the schools is to prepare the student spiritually as well as mentally and physically for the world in which he or she will live. Such preparation will recognize the various traditions and customs of the community in which the schools are located, but will attempt to develop an understanding of them on the part of students rather than a blind obedience.

F. Cognitive, affective, and psychomotor areas. Those objectives cited above have concerned overall beliefs relative to each of the areas. It shall be the intention of this Board that individual objectives shall be stated in such manner as to facilitate objective measurement of pupil outcomes. This may involve the behavioral approach to objective statements. Equal stress shall be devoted, particularly at the secondary level, to attitude development and attempting to guide learnings in this area.

Curriculum Development
IC-9.30

Basic responsibility for curriculum development shall rest jointly with the individual schools and the Division of Instruction and Curriculum Development with the responsibilities of the Division of Instruction and Curriculum Development including:

A. Providing leadership to the schools individually and systemwide.

B. Coordinating the planning and the decision-making, so that a common direction of action is provided for the school system.

C. Working with principals and teachers of the individual schools in adapting the curriculum to meet the needs of slow, average, and superior learners and those physically or mentally handicapped.

D. Communicating information provided by individual principals, teachers, or schools to other schools which might effectively use such information.

E. Communicating to the schools information which affects systemwide agreements and plans for curriculum development.

Curriculum Committees
IC-9.301

In the belief that community and professional involvement in the determination of the school curriculum will result in an improved instructional program, the Board of Education has directed the Superintendent to establish and maintain the following committees.

A. Lay-Professional Curriculum Committee

Chaired by lay persons who are dedicated to better schools, this committee is equally divided among lay and professional membership. The Board of Education shall appoint members. The administration shall nominate twelve(12) members who are professional staff members. The District PTA Council shall nominate twelve(12) members. Terms of appointment shall be staggered over a three-year period of time. Recommendations by the Lay-Professional Committee must be referred to and accepted by the Board of Education in order to be implemented.

B. Professional Committees

Three separate committees composed of professional educators from among the staff of the School District are appointed by the Superintendent of Schools to staggered three-year terms. These committees, Elementary, Junior High, and Senior High, make recommendations pertinent to their respective levels. Curriculum changes initiated by the individual school or teacher must be presented in written form to the department chairman, principal, consultant or director, and appropriate curriculum committee, in that order. If accepted by the committee, the Superintendent must approve the recommendation before it can be implemented. These procedures are designed to encourage curricular changes which are thoughtfully conceived and carefully planned and which have a broad base of support.

Resources
ICA-R
9.302

Instructional Services Staff

The instructional services staff at the supervisory level provides systemwide leadership in program development in their respective areas. Although consultants and directors may perform certain administrative duties through coordination of departmental services, they function primarily in a staff relationship with professional personnel in the schools.

In addition to scheduled visitations and consultative services to the schools, consultants and directors are available on call. Each staff member should feel free to request assistance from any member of the instructional services staff.

Systemwide program development takes place through effective change in one or more of the following:

A. Curriculum.
B. Staff development.
C. Instuctional media(facilities, supplies, books, etc.).
D. Organizational design (utilization of space, time).
E. Interpersonal relations.

It is the duty of consultants and directors to work cooperatively with others in the profession to:

A. Identify need and potential for specific kinds of development.
B. Identify leadership through whom it (development) can happen(both natural and delegated, appointed and/or elected).
C. Identify process likely to be effective in bringing about change.
D. Initiate action.
E. Evaluate programs, and progress in said programs.
F. Interpret outcomes to those planning personnel whose planning is essential to the next step.

Research

ICC

9.303

The School District recognizes the need and value of educational and psycholigical research in developing, validating, and standardizing newer programs and strategies in education. Staff members are encouraged to participate in and cooperate with such projects. To avoid overlapping and duplications and insure that the results are available and adequately disseminated, all research and experimental projects using either staff, pupils, or meterials within the School District must be approved prior to their beginning by the Superintendent of Schools. Results of all such research shall be furnished to the Superintendent of Schools.

Curriculum Adoption
ICF-'9.304

All course offerings in the instructional program are to be reviewed and approved by the Superintendent of Schools and the Board and shall conform to standards established by the State Department of Education.

Curriculum Guides and Course Outlines
ICFA-9.305

Curriculum guides are necessary to keep the school system informed as to what should be taught in a given area. Teachers new to the system look to them for information about what is expected to be taught in the grade or subject area in which they serve. In the process of writing, teachers reach agreements about what is taught and to some extent how it is taught. Teachers in other departments and grades can refer to the curriculum guides to see what experiences their pupils may have had.

The curriculum guide is a guide, not a recipe. No teacher is expected to teach everything that is included in the guide; nor is he expected to use all of the suggested methods and materials. A good guide suggests more than can be used. The teacher is expected to follow approximately the content, making changes as may be needed.

The Board encourages the Division of Curriculum Development and Instruction, local school principals, and professional staff members to make active concerted efforts to develop functional curriculum guides for all instructional offerings.

Basic Curriculum Design
ID - 9.40

The basic curriculum design shall be taken from the Course of Study prepared by the State Department of Education. Any departure from the Course of Study shall be approved by the Superintendent of Schools and the Board.

Basic Program
IDA-9.401

The curriculum shall carry out the mandates of the State Legislature for instruction in specific subjects and shall conform to the requirements and recommendations of the State Board of Education as set forth in the publications by the State Department of Education.

It is the polocy of the Board that there be a basic curriculum to provide for the intellectual growth of all pupils, first through the twelfth year, so developed that learning experiences and achievement may vary according to individual needs, and give all pupils a basic body of understandings, attitudes, knowledges, and skills.

This policy will insure that students have the opportunity to develop intellectual curiosity, critical thinking, problem-solving abilities, and aesthetic appreciation in the school years in such a manner that they will be used throughout a lifetime.

Drug Education

IDBB-9.402

A pupil's physical and mental health has a powerful effect on whether he is able to benefit fully from the educational program; thus it affects not only his present, but his later life. Abuse of dangerous drugs causes deteriorationof health. It is, furthermore, likely to cause permanent physical, mental, or hormonal damage.

The Board of Education recognizes that schools have three responsibilities in regard to drug use and abuse:

A. To provide counseling and referral services to pupils who abuse drugs;

B. To institute a comprehensive program of education concerning drugs and their use; and

C. To make sure that pupils have access to alternatives to drug abuse as a way to solve problems.

All schools should develop, in consultation with legal, medical, and religious authorities, and with students, programs to fulfill all three responsibilities.

Reference: The Code of Alabama, Title 52, Section 546(3), 546(8).

Code of Alabama, 1975, Title 16, Chapter 41.

Summer School
IDCA-9.403

The Superintendent shall be directed to develop plans and procedures for operation of summer school programs each year. Said planning shall involve the principal of said school and shall assure compliance with all rules and regulations of the State Department of Education and The Southern Association of Colleges and Secondary Schools.

Acceptable maximums for summer school classes shall be thirty(30) pupils per class and acceptable minimums shall be fifteen(15) pupils per class. If either maximum or minimum is exceeded, permission must be secured from the Superintendent of Schools to hold said class.

One Carnegie Unit may be earned during an eight weeks summer school when the pupil spends 120 hours in class under the supervision of the teacher.

Work Study Programs
IDCF-9.404

The Board recognizes the value of vocational education and approves of the concept of a cooperative work study program which provides part-time employment for youths who need their earnings to enter or continue in vocational education, and to provide valuable on-the-job experience.

Special Programs
IDD-9.405

Special classes shall be formed as the need arises and when personnel and facilities are available. Pupils shall be placed in special classes according to instructions and placement procedures approved by the State Department of Education. The Board encourages the placement of all eligible pupils in special classes. A placement committee shall serve to place pupils who have been tested and considered for special education classes. The Superintendent and his staff shall cooperate with state agencies in the establishment of effective operation of these programs.

Gifted Student
IDDD-9.406

The program for exceptionally talented children shall admit pupils who meet the following criteria:

A. A group intelligence quotient of 120 or higher.

B. A majority of marks of A and B.

C. Emotional adjustment that is average or better.

D. Achievements at least two grades above the established norm,(District or state, whichever is higher) or in the upper ten percent(10%) of local norms of the administrative unit.

E. Shall be recommended by the pupil's teacher or principal.

Driver Education

IDDE-9.407

The purpose of Driver Education in this District shall be to provide a comprehensive driver education program in traffic safety education. All students shall have completed a course in driver education successfully under an instructor approved by the state and certified to teach said course prior to graduation from high school.

Course content and qualifications of the instructor shall be determined by the State Department of Education. Prior to behind-the=wheel training, all students enrolled in driver education will provide evidence that they have secured a valid Alabama Temporary Permit. The driver education car will meet with the requirements of the State Department of Education in regard to insurance and controls.

Driver education vehicles shall not be used for any purposes other than state authorized usage in training of student drivers.

Special Education
IDDF - 9.408

The School District shall support a planned program, in conformity with regulations of the Alabama State Department of Education, which identifies, appraises, provides instruction, and maintains contact with pupils who have special learning problems.

The program shall be designed to insure that:

A. Services in the school and in the community for diagnosis of learning difficulties and potentials have been surveyed.

B. Screening and referral procedures are known to teachers and counselors.

C. Communication is maintained among persons involved in diagnosis, instruction, and evaluation.

D. The school plans a program which accommodates significant differences in physical, intellectual, aesthetic, social, and emotional development.

E. Teachers are aware of the range of learning disabilities which cause interference in educational achievement, such as problems in rate and patterns of learning, reasoning, language, culture, motivation, attitude, and aptitude.

F. Individual or small group instruction and remediation are available for pupils with special learning problems.

Students assigned to Special Education are allowed to participate in all school activities for which they qualify and from which they can derive benefit and/or pleasure.

Reference: The Code of Alabama, Title 52, Chapter 28B, Section 534(17 through 534(21).
Chapter 28B superseded by Chapter 39, "Education of Exceptional Children," Code of Alabama, 1975, Title 16, (Act 106 of 1971.)

Instruction for Handicapped Pupils

IDDFA- 9.409

The Board of Education shall direct the Superintendent of Schools to maintain or cause to be maintained special courses of instruction for handicapped, crippled, and other classes of individuals reguiring special types of instruction. Said programs shall conform to all state regulations.

Homebound teachers shall be employed to give instructions to students severely ill and who consequently are unable to attend school regularly. Arrangements for such programs shall include local school principals, teachers, the student and parents, the physicians, and the designated homebound teacher.

Reference: The Code of Alabama, Title 52, Section 534(21).
Superseded by Code of Alabama, 1975, Title 16, Chapter 39
(Act No. 106 of 1971)

Interscholastic Activities
IDF - 9.410

Interscholastic activities are defined as competitive activities between schools which are non athletic in nature.

Local schools may engage in interscholastic activities when approved by the local school principal, the Superintendent of Schools, and, in some instances, the Board. All schools participating in interscholastic activities shall adhere to the provisions that follow:

A. Interscholastic activities shall be under the direction and control of the local school principal or his designated representative.

B. Interscholastic activities must be coached, directed, or sponsored by a member of the professional staff.

C. Interscholastic activities shall be of educational value to the participants.

D. Preparation for interscholastic activities shall not interfere with regular classroom instruction.

E. Students participating in interscholastic activities shall have written parental permission on file with the local school principal.

F. Private vehicles shall not be used to transport students to and/or from interscholastic activities, except when said vehicle is owned and operated by a member of the professional staff or an adult member of the community.

G. All travel for interscholastic activities shall be controlled by the policy governing field trips and excursions filed KFCB-10.501 filed under this cover.

H. Interscholastic activities shall not be approved that require students to be away from school for more than three(3) days.

I. Financing of local school interscholastic activities shall be the responsibility of the local school.

Interscholastic Athletics
IDFA-9.411

Athletics shall be conceived as an integral part of the curriculum and instructional program. All School District personnel involved in the athletic program shall plan and conduct all athletic activities based upon sound educational principles. The welfare of the participants and the student body shall be placed before other aspects of the athletic programs.

All athletic programs of the School District shall be conducted in accordance with the provisions of the Code of Alabama, State Board of Education, appropriate accreditation agencies, and the State Athletic Association.

All athletic contests shall be conducted in accordance with the following:

A. The local school principal shall coordinate and control the total athletic program at the school in which he serves as principal.

B. The local school principal or his designated representative shall attend all athletic events held at home to observe and give general supervision as the circumstances may require. The principal's designated representative shall be someone other than the coach or coaches.

C. The local school principal and members of the professional staff shall develop acceptable codes of conduct designed to influence and guide the behavior of students, professional staff members, and spectators at athletic events.

D. The local school principal shall be responsible for operating a financially sound athletic program.

E. The local school principal shall be responsible for qualifying students for participating in athletic contests in accordance with provisions of the State Athletic Association.

F. The local school principal shall submit schedules of all athletic events(to include tournaments, etc.) to the Superintendent of Schools at least two(2) weeks prior to the season of play.

G. The local school principal shall approve all schedules for athletic contests prior to finalizing contractual agreements between schools.

H. The local school principal shall require written parental permission before a student can participate in athletic programs offered by the school. The permission slip shall be filed with the principal prior to engaging in practice.

I. All students must show written proof of adequate insurance coverage prior to engaging in practice or participation in any athletic program sponsored by the school.

J. All students must submit to a physical examination (at athletic department's expense) prior to engaging in practice or participation in any athletic program sponsored by the school.

K. Private vehicles shall not be used to transport athletic participants except when said vehicle is owned and/or operated by a member of the professional staff of the School District or an adult member of the community.

L. The local school principal shall ensure that adequate security precautions are observed at all athletic events. He shall request police protection from the appropriate law enforcement agency serving the school. Costs of such service shall be paid from athletic funds.

Adult and Community Education

IDG-9.412

The Superintendent shall work in cooperation with community and State officials and agencies in the development and operation of educational programs directed toward meeting the total educational needs of the citizens of areas served by the School District; however, these programs shall be secondary and supportive to the comprehensive day school program for students enrolled in the schools of the School District.

The adult education program is composed of two parts, general continuity credit courses and adult basic education, to teach fundamental communication and computation skills.

The Board of Education encourages full utilization of several schools for the purpose of community education. Community education programs can be offered based upon community need or interest to promote in the community the concept of lifelong learning opportunities and to provide all people with more educational, social, cultural, and recreational activities.

Reference: The Code of Alabama, Title 52, Section 402 and Madison County Board of Education.
Code of Alabama, 1975, Section 16-34-4.

Grouping for Instruction
IEA-9.50

Students can be grouped within a school and within a classroom so that each child may benefit to a greater extent than otherwise possible. Effective grouping must consider its purpose in each case in order to determine the basic difference factors to be minimized in each situation. Grouping should be as flexible as possible with provisions for altering the grouping as often as necessary to fit the specific purposes involved.

The aim of grouping is placement of each child among a group of his or her classmates in every situation with whom his or her associations in work and play will be comfortable, yet where he or she will be continually challenged and inspired to work for higher goals within his or her capacity.

Class Size
IEC-9.501

Membership in all classes shall not exceed a maximum of thirty-five (35) students per class except for choral, band, or physical education groups.

Membership in all classes shall have at least ten (10) students enrolled per class except that, upon approval from the Superintendent of Schools, a class in a specific area may be held with a number less than ten (10) students. Prior approval must be secured from the Superintendent in such situation.

No teacher shall teach more than one hundred and fifty (150) students per day, except choral, band, or physical education teachers.

Instructional Materials
IFA-9.60

A group of teachers representing each grade, at the elementary level, and each department, at the secondary level, shall work with the supervisors of instruction in preparing a list of desirable materials to purchase for the respective areas. Members of this group shall survey teachers within respective schools to ascertian, if possible, a consensus, relative to instructional materials needed.

Textbook Selection and Adoption

IFAA-~~9~~.601

All textbooks used in the School District shall be on the state adopted textbook list. Any departure from state adopted textbooks must be approved by the Superintendent of Schools, the Board, and the State Board of Education.

The Superintendent of Schools shall appoint special committees to:

A. Study the needs for instructional textbooks for the School District.

B. Study instructional textbooks adopted by the state.

C. Make recommendations to the Superintendent of Schools for the adoption of textbooks for the School District.

Procedures for the distribution, collection, and safe-keeping of textbooks shall be developed by the School District in accordance with the provisions of the Alabama School Code, State Board of Education rules and regulations, and local Board policies.

Reference: The Code of Alabama, Title 52, Chapters 19 and 19A.
Code of Alabama, 1975, Title 16, Chapter 36.

Library/Media Centers
IFBC-9.602

Philosophy

The Board of Education subscribes to the philosophy that the primary function of the public school is to produce well-informed citizens. The Board believes that young people should, therefore, be educated to think creatively and critically in order to function satisfactorily in new and varied environments.

The Board believes that the Library/Media Center is an integral part of this educational process; therefore the selection of its contents is an educational function designed to implement the curriculum; and to further the intellectual, social, ethical, moral and cultural development of the individual student.

The Library/Media Centers collection should undergird the curricula of all schools within this School District. Said collections should be carefully chosen so as to complement the needs of the child and to offer each child an opportunity to extend boundaries of knowledge and to explore and satisfy curiosities beyond classroom requirements. Because of difficulties young people encounter due to lack of background or experience, the collection should, in keeping with approved educational practices, provide the best print and non-print materials to appeal to all senses. By no means should the Library/Media Center be limited and special precautions should be taken to assure compliance with accreditation requirements.(10 books per child)

General Policy

Selection of Library/Media Center materials is made trhough the cooperative efforts of the faculty, administrators, parents and students. Coordination of materials selection is the responsibility of each school librarian who must maintain an updated and balanced collection and must provide standard library tools and bibliographies to aid in the selection process.

Responsibility for library materials is delegated to the librarian with the approval of the principal, coordinator of media activities and instructional supervisors who review orders prior to final authorization by the Superintendent. Materials are selected to:

A. Fulfill procedures that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.

B. Provide a background of information which will enable the pupils to make intelligent judgments in their daily lives and to think critically on controversial as well as objectively on said issues.

C. Provide materials representative of the many religious, ethnic, and cultural groups and their contributions to the American heritage.

D. Maintain an updated resource file containing facts and information on geographical areas of the District, in Alabama, and worldwide data.

E. Foster reading as a lifelong pleasurable activity.

Selection

Approved selection procedures, standards for quality materials, and guidelines for purchase of different types of materials must be considered to secure appropriate print and non-print materials that meet instructional goals of the School District. General guidelines for the selection of all types of materials are listed as follows:

A. Contents must be judged for authoritativeness.

B. The subject matter must be relevant to current needs.

C. Treatment of the subject must be considered(i.e., is said treatment biased, scholarly?)

D. The contents or story-line should be well organized.

E. The selection should be appropriate for the intended use of the material.

F. The material must have contemporary and/or permanent value.

G. Illustrations should be related to the content and of artistic value commensurate with purpose.

H. Physical characteristics and technical aspects must meet acceptable norms or standards.

I. Special features must serve a valid function.

J. Cost in relation to potential use and value must be considered.

Special aspects of all recorded sound as on records, tapes, cassettes, must be judged according to the following:

A. Voice of narrator must be pleasant and be characterized by good diction and enunciation.

B. Sufficient variations must be provided in the production so that at no time will the listening span of the student be taxed.

C. Story must be told or dramatized at a pace that will permit the child to comprehend as he listens.

Use of audio-visual materials will necessitate the purchase of specific types of equipment which should be purchased according to the following guidelines:

A. Equipment must be purchased for a specific purpose.

B. All purchasing must strictly adhere to the designated procedures of the School District and the local school regulations designed to implement said policies.

C. The size of the equipment must be appropriate for the the intended use.

D. Operation must be relatively simple.

E. Comparable costs for similar equipment must be considered.

F. Available service for parts and repairs must assure ease of maintenance and repair.

Challenged Materials

Even though care is taken in the selection of materials, and recommended procedures are followed, there remains the possibility that complaints may arise. Because materials may be subject to challenge, librarians should be as knowledgeable as possible about known controversial books.

When material is challenged, it is suggested that the following be observed:

A. Thank the complainant(s) for taking an interest in the Library/Media Center collection.

B. Request the complainant(s) to file objections in writing on a prepared questionnaire.

C. Challenged material shall remain in circulation while the matter is undergoing review.

D. Inform the local school principal and media supervisor about the complainant's challenge.

E. A conference involving principal, supervisor of media, the librarian, and the complainants should be held. The formal complaint shall be lodged, and thoroughly reviewed.

F. The above professionals shall review the document(s) under challenge, reach a decision, and report said review and decision to complainant(s) and Superintendent of Schools.

G. Compainant(s), if not satisfied with results of the review shall be notified of right to appeal to the Superintendent of Schools.

H. Complainant(s) shall be afforded another hearing as scheduled by the Superintendent. Should the matter remain unsettled, appeal shall be made by complainant(s) to the Board.

Field Trips and Excursions

IFCB-- 9.603

Educational field trips, which are a part of or are a culmination of a unit of study may be authorized by the local school principal, provided, the trip is within the confines of the area served by the District and during school hours.

A. Trips of greater distance whall require the approval of the Superintendent of Schools.

B. Trips which will require over night accommodations shall require approval of the Superintendent of Schools.

C. Private vehicles shall not be used for field trips except when said vehicle is owned and/or operated by a member of the professional staff.

D. All students shall be required to furnish written parental permission prior to going on field trips sponsored by the school.

E. In no case will a field trip or excursion exceed three(3) school days.

F. All exponses incurred for field trips must be paid by the school sponsoring the trip and/or participants.

Graduation Requirements

IHF.- 9.70

Graduation requirements shall meet the minimum standards as defined in the Alabama Course of Study. Requirements above and beyond the state approved minimum may be added by the schools of the School District provided they are approved by the Board. The state minimum requirements for units earned in grades 9-12 are as follows:

9th Grade

1	Unit	English
1/2	Unit	Alabama History
1/2	Unit	Current Issues
1	Unit	Health and Physical Education

10th Grade

1	Unit	English
1	Unit	Health and Physical Education

11th Grade

1	Unit	English
1	Unit	American History
1	Unit	Health and Physical Education

12th Grade

1	Unit	English
1/2	Unit	American Government
1/2	Unit	Economics
1	Unit	Health and Physical Education

In addition to the above, one (1) unit in science, one (1) unit in mathematics, and 1/2 unit in Driver Education are required.

Four (4) units in physical education are required of all students, except that, students participating in marching band may elect an additional academic course in lieu of the physical education class.

Students who attend vocational school classes away from home school may also be excused from physical education.

Reference: State Department of Education, Montgomery, Alabama

Reference: 1964 High School Course of Study and SASC Association Standards.

Controversial Issues
IKB-9.801

Controversial issues arise from conflicts within the cherished interests, beliefs, or affiliations of large groups of citizens. Such issues involve important proposals or policies on which citizens hold different points of view. The American heritage and established traditions are less controversial. Most of the school curriculum is composed of established truths and accepted values.

Free discussion of controversial issues is the heart of the democratic process. Freedom of Speech and free access to information are among America's most cherished traditions. Only through study of such issues--political, economic, or social-- do students develop abilities needed for citizenship in representative democracy.

Without minimizing the importance of established truths and values, it shall be the policy of this Board of Education to foster dispassionate, unprejudiced, scientific studies of controversial issues in an atmosphere free from bias and prejudice.

The teacher shall serve as an impartial moderator and' shall not attempt, either directly or indirectly, to limit or control the judgment of his pupils on controversial issues. It is the intent of this policy that the teacher shall foster the study of such issues rather than teach a particular viewpoint in regard to them.

The above policy defines the study of controversial issues in terms of the rights of pupils rather than in terms of the rights of teachers. The pupil shall have the right to study any issue in accordance with his maturity, shall have the right of free access to all relevant materials, including those which circulate freely in the community, shall have the right to study under competent instruction in an atmosphere free from partisanship, and shall have the right to express his opinions on controversial issues without jeopardizing his relationship with his teachers or the administration.

Reference: For legal analyses, note Appendix to this text.

Flag Displays

IKDA-9.802

The Board of Education requires that a United States flag and that an Alabama flag be displayed within the school building and that said flags be flown from flagpoles located outside the school building. During inclement weather, said flags will not be flown outside the building. During all other times when school is in session, said mandate shall be observed.

It shall be the duty of the principal to see that the flags are displayed as herein provided.

Assemblies

IKE-9.803

Principals and teachers are encouraged to jointly design schedules of student assemblies. Said schedules should reflect both educational assemblies and assemblies such as pep rallies, field days, and similar activities.

Efforts should attempt to balance the needs of pupils for assembly programs with classroom instruction needs. Rotation of periods for assemblies is recommended to prevent overtaxing any particular academic class and causing teachers and pupils to miss an unnecessarily disproportionate amount of classroom instruction time.

Lesson Plans
IKI-9.804

Lesson plan shall be developed by each teacher. The plans shall be developed on a unit or report period and also on a daily basis. It shall be the responsibility of each principal to see that the teachers under his supervision prepare lesson plans. Administrative and supervisory personnel are available to assist teachers in developing effective and acceptable plans when this service is requested. Lesson plan books and class record books shall be examined by principals at regular intervals.

Teaching About Religion
(Legality in the Public School)
IKC-E- 9.805

The United States Supreme Court has stated emphatically (Abington v. Schempp and Murray v. Curlett) "that education without the study of religion is incomplete and that such study is not prohibited by the First Amendment. The following statements distill the essence of the Court's decision as to what constitutes legal and illegal religion studies in the public schools.

A. The school may sponsor the study of religion, but may not sponsor the practice of religion.

B. The school may expose students to all religious views, but may not impose any particular view.

C. The school's approach to religion is one of instruction, not one of indoctrination.

D. The function of the school is to educate about all religions, not to convert to any one religion.

E. The school's approach to religion is academic, not devotional.

F. The school should study what all people believe, but should not teach a pupil what he should believe.

G. The school should strive for student awareness of all religions, but should not press for student acceptance of any one religion.

H. The school should seek to inform the student about various beliefs, but should not seek to conform him to any one belief.

Reference: School District of Abington Township, Pennsylvania v. Schempp, 374 U.S. 203, 83 S.Ct. 1560, 10 L.Ed. 2d 844(1963). (Murray v. Curlett)

PART IX

SELECTED READINGS ABSTRACTS
ON
INSTRUCTIONAL PROGRAM

I 9.0 INSTRUCTIONAL PROGRAM, ALSO, IC 9.30 AND ID 9.40

REPORT NUMBER	ED017606
TITLE	CONTINUOUS PROGRESS EDUCATION IN THE SEATTLE PUBLIC SCHOOLS, THE PROPOSED SOUTHEAST EDUCATION CENTER. DOCUMENTATION.
SOURCE	SEATTLE PUBLIC SCHOOLS, WASH. TASK FORCE ON CONTINUOUS PROGRESS EDUCATION.
NOTE	59P.
PUB DATE	17JAN68

ABSTRACT

THIS REPORT DESCRIBES A PROPOSED CONTINUOUS PROGRESS EDUCATIONAL CENTER WITH AN EXPECTED ENROLLMENT OF ABOUT 3,500 RACIALLY MIXED PUPILS AT ALL GRADE LEVELS. (A PRESCHOOL GROUP MAY BE ADDED, THUS RAISING THE TOTAL ENROLLMENT.) NO MORE THAN 50 PERCENT OF THE STUDENTS WILL BE NONWHITE AND NO SINGLE MINORITY GROUP (NEGRO, ORIENTAL, FILIPINO, OR AMERICAN INDIAN) WILL CONSTITUTE MORE THAN 33 PERCENT OF THE TOTAL ENROLLMENT. EACH STUDENT WILL RECEIVE INDIVIDUALIZED INSTRUCTION AND WILL PROGRESS AT HIS OWN RATE WITHIN AN INDIVIDUALLY DESIGNED PROGRAM OF STUDY. THE ARRANGEMENT OF SPACES AND FACILITIES IN THE CENTER WILL PROVIDE MAXIMUM FLEXIBILITY IN EDUCATIONAL PROGRAMING. IN GENERAL PUPILS WILL BE GROUPED ACCORDING TO PERFORMANCE CRITERIA. ALTHOUGH LANGUAGE ARTS AND MATHEMATICS WILL BE EMPHASIZED, SCIENCE, SOCIAL STUDIES, FINE AND PRACTICAL ARTS, OCCUPATIONAL ORIENTATION, AND WORK EXPERIENCE WILL ALSO BE OFFERED. AS WELL AS A REGULAR CONTINUOUS PROGRESS CURRICULUM, LEARNING PACKETS WITH BUILT-IN BEHAVIOURAL OBJECTIVES, PRETESTS, SELF-TESTS, AND POSTTESTS WILL BE USED. THE TEACHER'S ROLE WILL BE ONE OF TEAM PARTNER, ACADEMIC SPECIALIST, AND GENERAL EDUCATOR. IT IS ALSO EXPECTED THAT PARENTS AND OTHER COMMUNITY RESIDENTS WILL BE INVOLVED IN THE CENTER'S OPERATION. STANDARDIZED APTITUDE AND ACHIEVEMENT TESTS AND OTHER TRADITIONAL MEASUREMENT INSTRUMENTS WILL BE USED TO EVALUATE THE CENTER'S ACTIVITIES, A COST EFFECTIVENESS TECHNIQUE FOR EVALUATION AND EXPERIMENTATION WILL BE USED TO ASSESS THE VALUE OF THE PROGRAM. AS PART OF THE GENERAL RESEARCH DESIGN, AN INFORMATION SYSTEM WILL DISSEMINATE RELEVANT PROGRAM INFORMATION TO STAFF MEMBERS THROUGHOUT THE CENTER. (LB)

DESCRIPTORS

COMMUNITY INVOLVEMENT
COMPUTER ORIENTED PROGRAMS
CURRICULUM DESIGN
DEMOGRAPHY
INSTRUCTIONAL STAFF
INTERMEDIATE GRADES
RACIAL BALANCE
SCHOOL ADMINISTRATION
SCHOOL ORGANIZATION
STUDENT PLACEMENT
TEAM TEACHING
COMMUNITY SCHOOLS
CONTINUOUS PROGRESS PLAN
DATA
FLEXIBLE FACILITIES
INSTRUCTIONAL TECHNOLOGY
PROGRAM EVALUATION
RESEARCH
SCHOOL DISTRICTS
STUDENT CHARACTERISTICS
TABLES (DATA)

IDENTIFIERS

FLEXIBLE PROGRESS PROGRESSION
SOUTHEAST EDUCATION CENTER
SEATTLE
WASHINGTON

EDRS PRICE EDRS PRICE MF-$0.75 HC-$3.15 PLUS POSTAGE

I 9.0 INSTRUCTIONAL PROGRAM

REPORT NUMBER ED017607

TITLE CONTINUOUS PROGRESS EDUCATION IN THE SEATTLE PUBLIC SCHOOLS, THE PROPOSED SOUTHEAST EDUCATION CENTER. GENERAL RECOMMENDATIONS.

SOURCE SEATTLE PUBLIC SCHOOLS, WASH. TASK FORCE ON CONTINUOUS PROGRESS EDUCATION.

NOTE 20P.

PUB DATE 17JAN68

ABSTRACT

IN THIS REPORT RECOMMENDATIONS ARE MADE FOR A CONTINUOUS PROGRESS EDUCATION CENTER FOR ABOUT 3,500 RACIALLY MIXED STUDENTS AT THE PRIMARY, INTERMEDIATE, AND SECONDARY LEVELS, IT IS SUGGESTED THAT THE SCHOOL SYSTEM'S PRIMARY AND SECONDARY SCHOOLS CONVERT TO THE CONTINUOUS PROGRESS CURRICULUM INTRINSIC TO THE PROJECT'S INSTRUCTIONAL FORMAT. THE ACTIVITIES OF THE COMPLETED CENTER, WHICH IS ENVISIONED AS A COMMUNITY SCHOOL, WILL INVOLVE COMMUNITY RESIDENTS IN THE CENTER'S PLANNING AND VARIOUS OPERATIONAL STAGES. A LEARNING RESOURCE CENTER WILL BE AVAILABLE TO BOTH PUPILS AND ADULTS WITHIN THE COMMUNITY. OCCUPATIONAL ORIENTATION AND WORK EXPERIENCE PROGRAMS FOR THE PUPILS WILL ALSO BE FEATURED. IT IS RECOMMENDED THAT A CENTRAL COMPUTER BE INSTALLED TO PROVIDE COMPUTERIZED INSTRUCTION, PROGRAM EVALUATION, AND INFORMATION DISSEMINATION WITHIN THE CENTER. OTHER RECOMMENDATIONS ARE MADE FOR THE TRANSPORTATION OF STUDENTS TO THE CENTER, FOR ATTAINING A RACIALLY BALANCED ENROLLMENT, AND FOR PROJECT ADMINISTRATION. (LB)

DESCRIPTORS
COMMUNITY INVOLVEMENT
COMPUTER ORIENTED PROGRAMS
FLEXIBLE FACILITIES
INSTRUCTIONAL TECHNOLOGY
PROGRAM PLANNING
SCHOOL ADMINISTRATION
STUDENT PLACEMENT
WORK EXPERIENCE
COMMUNITY SCHOOLS
CONTINUOUS PROGRESS PLAN
GROUPING (INSTRUCTIONAL PURPOSES)
INTERMEDIATE GRADES
RACIAL BALANCE
SCHOOL ORGANIZATION
VOCATIONAL ADJUSTMENT

IDENTIFIERS
SEATTLE
WASHINGTON
SOUTHEAST EDUCATION CENTER

EDRS PRICE EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

I 9.0 INSTRUCTIONAL PROGRAM

REPORT NUMBER ED020561

TITLE THE HIERARCHY OF CURRICULUM AND INSTRUCTION SYSTEM DOCUMENTATION AND THE CYCLE OF CURRICULUM AND INSTRUCTION FUNCTIONS, (A PAIR OF RELATED PAPERS).

AUTHOR(S) SAVARD, WILLIAM G.

SOURCE HAWAII STATE DEPT. OF EDUCATION HONOLULU.

NOTE 24P.

PUB DATE 20SEP67

ABSTRACT

CURRICULUM AND INSTRUCTIONAL PROGRAMS ARE CONSIDERED TOGETHER AS A CYNAMIC SYSTEM MARKED BY GROWTH, CHANGE, AND MODIFICATION. DEVELOPING THE CONCEPT OF A SYSTEMS APPROACH, SEVEN BASIC DOCUMENTS UTILIZED IN THE EDUCATIONAL PROCESS ARE RANKED ACCORDING TO SOURCE, THOSE RESPONSIBLE FOR THEIR FORMULATION, AND PROVISIONS FOR CONTROL--(1) LAW, (2) BOARD POLICY AND RULES, (3) PROGRAM DESCRIPTIONS, (4) COURSE DESCRIPTIONS, (5) STUDENT MATERIALS, (6) TEACHER MATERIALS, AND (7) DAILY LESSON PLANS. SUGGESTIONS FOR PROGRAM DEVELOPMENT INCLUDE PARTICIPATION IN FORMULATION BY ALL GROUPS DIRECTLY CONCERNED AND IN DEFINING THE PROCEDURE IN A SERIES OF STEPS FROM PROGRAM TITLING TO A PLAN FOR EVALUATION. AS AN ILLUSTRATION OF THE RELATIONSHIPS BETWEEN ORDERS OF PROGRAMS, A TRUNCATED TAXONOMY OF PROGRAMS IN DESCENDING ORDER OF GENERALITY IS OUTLINED--GENERAL PROGRAM, PROGRAM, SUB-PROGRAM, AND COURSE. AS AN AID TO THE ACCOMMODATION OR ACHIEVING OF CHANGE, A LOGICAL ORDERING OF FUNCTIONS IS OUTLINED AND DESCRIBED, WITH FUNCTIONS ORDERED ACCORDING TO THOSE RESPONSIBLE FOR THEM, ALL PERSONS OR GROUPS ASSISTING AND PARTICIPATING, AND THE PERSON OR GROUP EXERCISING CONTROL. EA 001 353 IS A RELATED DOCUMENT. (JK)

DESCRIPTORS
BOARDS OF EDUCATION
CURRICULUM
DEPARTMENT DIRECTORS (SCHOOL)
EDUCATIONAL PLANNING
INSTRUCTIONAL PROGRAMS
PRINCIPALS
PROGRAM EVALUATION
SCHOOL SUPERINTENDENTS
STATE PROGRAMS
COURSE DESCRIPTIONS
CURRICULUM GUIDES
DOCUMENTATION
INSTRUCTIONAL MATERIALS
LESSON PLANS
PROGRAM DESCRIPTIONS
PROGRAM PLANNING
STATE DEPARTMENTS OF EDUCATION
SYSTEMS APPROACH

IDENTIFIERS
HAWAII STATE DEPARTMENT OF EDUCATION

EDRS PRICE EDRS PRICE MR-$0.75 HC-$1.50 PLUS POSTAGE

I 9.0 INSTRUCTIONAL PROGRAM, ALSO, CGF 3.513 AND KA 11.10

REPORT NUMBER ED059259

TITLE PROJECT 4-E, EVALUATING ELEMENTARY EDUCATION EFFECTIVELY.

AUTHOR(S) ALTSCHULD, JAMES W.; BAKER, DALE

SOURCE COLUMBUS CITY SCHOOL DISTRICT, OHIO.

NOTE 21P.

PUB DATE 71

ABSTRACT

THIS ELEMENTARY SHCOOL EVALUATION CHECKLIST COVERS ORGANIZATION AND ADMINISTRATION, CURRICULUM AND INSTRUCTION, PUPIL SERVICES, STAFF PERSONNEL, INSTRUCTIONAL MATERIALS AND EQUIPMENT, SCHOOL AND COMMUNITY RELATIONS, EVALUATION AND RESEARCH, AND PHYSICAL FACILITIES. 'YES-NO,' SHORT 'FILL-IN,' MULTIPLE CHOICE, AND RATING SCALE TYPE QUESTIONS ARE USED. (MS)

DESCRIPTORS

CHECK LISTS
EDUCATIONAL ACCOUNTABILITY
EDUCATIONAL RESEARCH
ELEMENTARY SCHOOL CURRICULUM
INSTRUCTIONAL MATERIALS
PUPIL PERSONNEL SERVICES
RECORD KEEPING
SCHOOL COMMUNITY RELATIONSHIP
SCHOOL PERSONNEL
SPECIAL PROGRAMS
STATE SURVEYS
COUNSELING SERVICES
EDUCATIONAL PHILOSOPHY
ELEMENTARY EDUCATION
EVALUATION
PHYSICAL FACILITIES
RATING SCALES
SCHOOL ADMINISTRATION
SCHOOL ORGANIZATION
SCHOOL POLICY
STAFF MEETINGS

EDRS PRICE EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

REPORT NUMBER ED097386

TITLE READING SUCCESS IN INNER-CITY SCHOOLS.

AUTHOR(S) HARTMAN, ALLAN S.

NOTE 5P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (59TH, CHICAGO, ILLINOIS, APRIL 1974)

PUB DATE APR 74

ABSTRACT

THE RESEARCH DISCUSSED HERE HAD TWO PRIMARY PURPOSES: (1) TO REPLICATE A STUDY DONE BY GEORGE WEBER IN WHICH EIGHT FACTORS WERE HYPOTHESIZED TO MAKE SUCCESSFUL SCHOOLS SUCCESSFUL: STRONG LEADERSHIP, HIGH EXPECTATIONS, GOOD ATMOSPHERE, STRONG EMPHASIS ON READING, ADDITIONAL READING PERSONNEL, INDIVIDUALIZATION, USE OF PHONICS, AND CAREFUL EVALUATION OF PUPIL PROGRESS; AND (2) TO SEE IF THERE WERE, INDEED, SUCCESSFUL INNER-CITY SCHOOLS IN MASSACHUSETTS. ALSO, THE STUDY WAS TO FIND OUT AND DOCUMENT HOW THESE SUCCESSFUL SCHOOLS WERE DIFFERENT SO THAT OTHER SCHOOLS WOULD KNOW WHAT TO DO IF THEY ASPIRED TO THE SAME LEVEL OF SUCCESS. THE STUDY PROCEEDED THROUGH THREE PHASES. THE FIRST PHASE CALLED FOR THE IDENTIFICATION OF SUCCESSFUL AND UNSUCCESSFUL INNER-CITY SCHOOLS. THE SECOND PHASE CALLED FOR DEFINING THE FACTORS TO BE STUDIED AND METHODS FOR COLLECTING AND INTERPRETING DATA. AND THE FINAL PHASE, NOT YET COMPLETED, CALLED FOR REPORTING FINDINGS. THE SET OF FACTORS STUDIED WERE MOSTLY DRAWN FROM WEBER (WITH SOME WORDING CHANGES), WITH TWO ADDITIONAL FACTORS, RELATED TO THE ATTRIBUTES OF TEACHERS, ADDED: LEADERSHIP, COORDINATION, ADDITIONAL READING PERSONNEL, ATMOSPHERE, INDIVIDUALIZATION, EVALUATION, EXPECTATION, USE OF PHONICS, TRAINING AND EXPERIENCE, AND, QUALITY OF TEACHING. HOWEVER, THERE WERE NO MAIN EFFECTS ON SUCCESS OF SCHOOL FOR ANY ONE OF THESE FACTORS. (AUTHOR/JM)

DESCRIPTORS

ACADEMIC ACHIEVEMENT
INNER CITY
PHONICS
READING PROGRAMS
SCHOOL ORGANIZATION
TEACHER QUALIFICATIONS
TEACHING QUALITY
INDIVIDUALIZED INSTRUCTION
ORGANIZATIONAL CLIMATE
PROGRAM COORDINATION
SCHOOL ADMINISTRATION
SUCCESS FACTORS
TEACHING METHODS
URBAN SCHOOLS

IDENTIFIERS

MASSACHUSETTS

EDRS PRICE EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

I 9.0 INSTRUCTIONAL PROGRAM

REPORT NUMBER ED012644

TITLE PROGRAMS FOR THOSE RURAL SCHOOLS WHICH ARE NECESSARILY EXISTENT.

AUTHOR(S) BOHRSON, RALPH G.; GANN, ELBIE L.

SOURCE NATIONAL COMMITTEE FOR CHILDREN AND YOUTH, WASHINGTON, D.C.

NOTE 24P.

PUB DATE SEP63

ABSTRACT

NECESSARILY EXISTENT RURAL SCHOOLS ARE DEFINED AS THOSE WHOSE STUDENT BODY IS LIMITED DUE TO EXTREMES OF DISTANCE, TERRAIN, CLIMATE, OR SPARSE POPULATION. DOCUMENTED REPORTS OF PROJECTS COMPLETED AND IN PROGRESS POINT OUT THE FOLLOWING PROMISING PRACTICES--NONGRADED INSTRUCTION, TEAM TEACHING, UTILIZATION OF TEACHER AIDES, MULTIPLE CLASS TEACHING, SHARED SERVICES, FLEXIBLE SCHEDULING, AND MODIFIED SELF-INSTRUCTION. THE GREATEST PROBLEM IS ENLIGHTENED LEADERSHIP FOR THE SMALL SCHOOL. THIS PAPER WAS PREPARED FOR PRESENTATION AT THE NATIONAL CONFERENCE ON PROBLEMS OF RURAL YOUTH IN A CHANGING ENVIRONMENT (SEPTEMBER 1963). (SF)

DESCRIPTORS
ADMINISTRATIVE PERSONNEL
AUTOINSTRUCTIONAL PROGRAMS
NONGRADED SYSTEM
RURAL SCHOOLS
SCHOOL BUILDINGS
SCHOOL COMMUNITY RELATIONSHIP
SHARED SERVICES
SPECIAL SERVICES
TEACHER AIDES
AUTOINSTRUCTIONAL AIDS
FLEXIBLE SCHEDULING
RURAL EDUCATION
SCHOOL ADMINISTRATION
SCHOOL CLOSING
SCHOOL ORGANIZATION
SPECIALISTS
STAFF UTILIZATION
TEAM TEACHING

IDENTIFIERS
DISTRICT OF COLUMBIA

EDRS PRICE EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

I 9.0 INSTRUCTIONAL PROGRAM

REPORT NUMBER EJ008558

TITLE ORGANIZATION FOR INSTRUCTION

AUTHOR(S) RIGGS, NORMAN D.

PUB. DATE 69SEP

DESCRIPTORS

ADMINISTRATOR ROLE
DEPARTMENTS
PRINCIPALS
SCHOOL ORGANIZATION
CURRICULUM DEVELOPMENT
JUNIOR HIGH SCHOOLS
SCHOOL ADMINISTRATION
STUDENT TEACHER RATIO

CITATION CLEARING HOUSE; 44; 1; 45-49

I 9.0 INSTRUCTIONAL PROGRAM

REPORT NUMBER EJ021455

TITLE LEGISLATION AND THE CURRICULUM

AUTHOR(S) MCGHEHEY, M. A.

PUB DATE MAY '70

ABSTRACT

SPEECH PRESENTED AT THE 54TH ANNUAL NASSP CONVENTION. (EJS)

DESCRIPTORS

BOARDS OF EDUCATION
CURRICULUM
EDUCATIONAL LEGISLATION
EDUCATIONAL OBJECTIVES
LEGAL PROBLEMS
LEGISLATION
SCHOOL LAW
SCHOOL POLICY
SOCIAL VALUES

CITATION NASSP BULL; 54; 346; 67-71

I 9.0 INSTRUCTIONAL PROGRAM

REPORT NUMBER EJ047882

TITLE SEX SEPARATION--NEW STRATEGY FOR DISCRIMINATION

AUTHOR(S) KESTER, SCOTT W.

PUB DATE NOV-DEC 71

ABSTRACT

SINCE SEX DIFFERENCES TEND TO DISAPPEAR UNDER IDENTICAL SYSTEMS OF TRAINING WITH INDIVIDUAL DIFFERENCES BEING MORE POWERFUL THAN SEX DIFFERENCES, WHATEVER DIFFERENCES BETWEEN THE SEXES IN ACHIEVEMENT AND INSTRUCTIONAL PURPOSES. (JM)

DESCRIPTORS

ACADEMIC ACHIEVEMENT
BOARD OF EDUCATION POLICY
EDUCATIONAL POLICY
INTEGRATION LITIGATION
SCHOOL SEGREGATION
APTITUDE
COEDUCATION
INDIVIDUAL DIFFERENCES
POLICY FORMATION
SEX DIFFERENCES

CITATION INTEGRATED EDUCATION; 9; 6; 30-33

I 9.0 INSTRUCTIONAL PROGRAM, ALSO, D [illegible].0

REPORT NUMBER EJ129252

TITLE A COST-BENEFIT APPROACH TO SCHOOL DISTRICT POLICY

AUTHOR(S) HOSEN, RON

PUB DATE P 75

ABSTRACT

PROVIDES A SET OF GUIDELINES FOR INDIVIDUAL SCHOOL DISTRICTS WISHING TO MAXIMIZE THEIR INSTRUCTIONAL EFFECTIVENESS WHILE REDUCING COSTS. (RB)

DESCRIPTORS

COST EFFECTIVENESS
SCHOOL POLICY
GUIDELINES
EDUCATIONAL ACCOUNTABILITY
SCHOOL ADMINISTRATION
ELEMENTARY SECONDARY EDUCATION

CITATION READING IMPROVEMENT; 12; 3; 130-40

IA 9.10 INSTRUCTIONAL PHILOSOPHY

REPORT NUMBER ED001405

TITLE STATEMENT OF PHILOSOPHY.

AUTHOR(S) BALCH, DAVID; AND OTHERS

SOURCE GREENBURGH SCHOOL DISTRICT, HARTSDALE, N.Y.

NOTE 200P.

PUB DATE 11NOV63

ABSTRACT

THE OFFICIAL BOARD OF EDUCATION PHILOSOPHY OF GREENBURGH SCHOOL DISTRICT NUMBER 8 STATES THAT THE SCHOOLS SHALL MEET THE NEEDS AND SHALL INTEREST AND CHALLENGE THE ABILITIES OF EACH INDIVIDUAL CHILD WITHIN AN INTEGRATED SCHOOL. IN ORDER TO CLARIFY AND REEMPHASIZE THESE GOALS, THE HISTORY OF SCHOOL DESEGREGATION AND INTEGRATION IN THIS DISTRICT IS RECOUNTED. THE STRUGGLE FOR SCHOOL INTEGRATION IS A STORY OF MORE THAN 20 YEARS OF PATIENT WORK BY BOTH WHITE AND NEGRO PEOPLE. IT BEGAN IN 1931 WHEN A NEGRO PASTOR ENTERED THE ELECTION FOR A SCHOOL BOARD POST. THE ELECTION OPENED FOR THE FIRST TIME AN OFFICIAL CHANNEL OF COMMUNICATION BETWEEN NEGROES AND WHITES. IN 1939, A STEP WAS TAKEN THAT RESULTED IN AN ENTIRELY NEGRO SCHOOL AND A SEGREGATED SCHOOL DISTRICT. AFTER THE WAR, THE DISTRICT'S SCHOOLS WERE FOUND TO BE SUBSTANDARD IN ALMOST EVERY RESPECT. ACTION TO IMPROVE THIS SITUATION BEGAN IN 1947 WITH A VOTE OF 13 TO 1 BY THE DISTRICT CIVIC ASSOCIATIONS IN FAVOR OF COMPLETE SCHOOL INTEGRATION. PLANNING, HARD WORK, AND THE GOOD WILL OF MANY PEOPLE MADE POSSIBLE THE TRANSITION TO A RACIALLY INTEGRATED SCHOOL DISTRICT. BECAUSE SCHOOL INTEGRATION GOES DEEPER THAN SEATING NEGRO AND WHITE CHILDREN SIDE BY SIDE, A PROGRAM CALLED 'PROJECT ABLE' WAS BEGUN IN DISTRICT 8 TO IDENTIFY AND PLAN ENRICHMENT ACTIVITIES FOR UNDERACHIEVING, CULTURALLY DEPRIVED CHILDREN. PROGRESS IN CURRICULUM DEVELOPMENT, GROUPING PRACTICES, TEACHER TRAINING, AND GUIDANCE SERVES UNDER 'PROJECT ABLE' ARE DISCUSSED.

DESCRIPTORS
BOARD OF EDUCATION POLICY
CURRICULUM DEVELOPMENT
GROUPING PROCEDURES
HISTORICAL REVIEWS
RACIAL INTEGRATION
UNDERACHIEVERS
CULTURALLY DISADVANTAGED
ENRICHMENT PROGRAMS
GUIDANCE SERVICES
INSERVICE TEACHER EDUCATION
SCHOOL INTEGRATION

IDENTIFIERS
HARTSDALE
PROJECT ABLE
NEW YORK

EDRS PRICE EDRS PRICE MF-$0.75 HC-$9.00 PLUS POSTAGE

IA 9.10 INSTRUCTIONAL PHILOSOPHY

REPORT NUMBER ED032351

TITLE BOARD ACTION AND STAFF COMMENTARIES ON THE RECOMMENDATIONS SUBMITTED IN MARCH 1962 BY THE CITIZENS ADVISORY COMMITTEE ON EQUAL EDUCATIONAL OPPORTUNITIES.

SOURCE DETROIT BOARD OF EDUCATION, MICH.

NOTE 79P.

PUB DATE JUN 62

ABSTRACT

THIS DOCUMENT PRESENTS THE RECOMMENDATIONS FOR EQUAL EDUCATIONAL OPPORTUNITIES PREPARED IN 1962 BY A CITIZENS GROUP APPOINTED BY THE BOARD OF EDUCATION IN DETROIT, MICHIGAN. ALSO INCLUDED ARE THE BOARD'S ACTION ON EACH RECOMMENDATION, AND COMMENTS BY THE STAFF OF THE BOARD. COVERED ARE SUCH AREAS AS CURRICULUM AND GUIDANCE, ORGANIZATION AND ADMINISTRATION, PERSONNEL, SCHOOL COMMUNITY RELATIONS, AND PHYSICAL PLANT AND FACILITIES. (NH)

DESCRIPTORS

BOARD OF EDUCATION POLICY
CURRICULUM
EDUCATIONAL OPPORTUNITIES
GUIDANCE
SCHOOL COMMUNITY RELATIONSHIP
SCHOOL PERSONNEL
BOARDS OF EDUCATION
EDUCATIONAL FACILITIES
EQUAL EDUCATION
SCHOOL ADMINISTRATION
SCHOOL ORGANIZATION

IDENTIFIERS

DETROIT
MICHIGAN

EDRS PRICE EDRS PRICE MF-$0.75 HC-$4.20 PLUS POSTAGE

IA 9.10 INSTRUCTIONAL PHILOSOPHY

REPORT NUMBER ED094085

TITLE BLACK STUDIES PROGRAMS IN PUBLIC SCHOOLS.

AUTHOR(S) GILES, RAYMOND H., JR.

NOTE 158P.; PRAEGER SPECIAL STUDIES IN U. S. ECONOMIC, SOCIAL, AND POLITICAL ISSUES

PUB DATE FEB 74

ABSTRACT

OPERATING ON THE PREMISE THAT THE PUBLIC SCHOOLS ARE THE MAJOR PURVEYORS OF AMERICAN TRADITIONS AND CULTURES AND THEREFORE THAT RACIAL PREJUDICE AND DISCRIMINATION SHOULD BE ADDRESSED THROUGH THE EDUCATIONAL SYSTEM, THIS STUDY EXAMINES THE OPERATION OF VARIOUS ETHNIC AND BLACK STUDIES PROGRAMS AND THEIR IMPACT ON RACIAL ATTITUDES. THE MAJOR PURPOSE OF THE STUDY WAS TO COLLECT DATA AND INFORMATION IN ORDER TO PROPOSE NEW STRATEGIES AND MORE RELEVANT CONTENT AND APPROACHES FOR INSERVICE AT SCHOOLS, AND TO EVALUATE THE IMPACT AND EFFECTIVENESS OF SUCH PROGRAMS. A REVIEW OF CURRICULUM GUIDES DEVELOPED BY SCHOOL DISTRICTS THAT FOLLOWED ONE OF THE TWO PHILOSOPHIES OPERATIVE IN THE BLACK STUDIES FIELD, SEPARATE COURSES VERSUS CURRICULAR REVISION, WAS FOLLOWED BY A SURVEY OF THREE ELEMENTARY SCHOOL AFRICAN HERITAGE CLASSES IN A PREDOMINANTLY BLACK SCHOOL DISTRICT IN HARLEM. AT THE SECONDARY LEVEL A SURVEY OF 25 SCHOOL DISTRICTS THROUGHOUT THE COUNTRY WITH AFRO-AMERICAN STUDIES PROGRAMS WAS MADE, AND EIGHT REPRESENTATIVE CASE STUDIES WERE ISOLATED AND PRESENTED IN DETAIL. THE CURRICULUM GUIDES FROM 16 SCHOOL DISTRICTS WERE ANALYZED IN DEPTH. THE PROBLEMS OF ASSIGNING BLACK TEACHERS TO COUNSEL BLACK STUDENTS IN PREDOMINANTLY WHITE SCHOOLS IS DISCUSSED. (AUTHOR/JM)

DESCRIPTORS

AFRICAN AMERICAN STUDIES
CASE STUDIES
CURRICULUM DEVELOPMENT
ETHNIC STUDIES
NEGRO EDUCATION
PROGRAM EVALUATION
SCHOOL DISTRICTS
TEACHER PLACEMENT
BOARD OF EDUCATION POLICY
CHANGING ATTITUDES
CURRICULUM GUIDES
NATIONAL SURVEYS
NEGRO TEACHERS
RACIAL ATTITUDES
SCHOOL INTEGRATION

AVAILABILITY PRAEGER PUBLISHERS, 111 FOURTH AVENUE, NEW YORK, NEW YORK 10003 ($15.00, CLOTH)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

REPORT NUMBER ED106880

TITLE REVIEWING CURRICULUM FOR SEXISM.

SOURCE NEW YORK STATE EDUCATION DEPT., ALBANY. DIV. OF CURRICULUM DEVELOPMENT.

NOTE 87P.

PUB DATE 75

ABSTRACT

THIS PUBLICATION IS DESIGNED TO ASSIST ELEMENTARY AND SECONDARY SCHOOLS IN STRENGTHENING INSTRUCTION BY IDENTIFYING AND ELIMINATING SEXUAL STEREOTYPING IN EDUCATIONAL MATERIALS. THE MODEL ILLUSTRATES SOME OF THE WAYS IN WHICH CURRICULUM AND INSTRUCTIONAL MATERIALS MAY BE DEVELOPING SEX STEREOTYPING, OFFERS SUGGESTIONS FOR AVOIDING OR CORRECTING THE SITUATION, AND FOSTERS THE REALIZATION THAT FUEL FOR SEX BIAS EXISTS. CHAPTERS ARE AS FOLLOWS: 'DESCRIPTION OF MODEL,' 'GUIDELINES FOR REVIEWERS,' 'PLAN OF ACTION,' 'THE LANGUAGE OF SEXISM,' 'STEREOTYPING,' 'BALANCE VS. IMBALANCE,' AND 'WHAT SHOULD BE DONE ABOUT BIASED INSTRUCTIONAL MATERIALS.' ALSO INCLUDED ARE EXCERPTS FROM THE GUIDELINES OF THREE PUBLISHERS (GINN AND COMPANY; HOLT, RINEHART AND WINSTON; AND SCOTT, FORESMAN AND COMPANY) AND A BIBLIOGRAPHY. (JM)

DESCRIPTORS

CURRICULUM DEVELOPMENT
GUIDELINES
SEX DISCRIMINATION
SEX STEREOTYPES
TEXTBOOK SELECTION
ELEMENTARY SECONDARY EDUCATION
INSTRUCTIONAL MATERIALS
SEX ROLE
TEXTBOOK BIAS

EDRS PRICE EDRS PRICE MR-$0.76 HC-$4.43 PLUS POSTAGE

IA 9.10 INSTRUCTIONAL PHILOSOPHY

REPORT NUMBER ED110884

TITLE HUMAN VALUES IN THE CLASSROOM: A HANDBOOK FOR TEACHERS.

AUTHOR(S) HAWLEY, ROBERT C.; HAWLEY, ISABEL L.

NOTE 288P.

PUB DATE 15 JUN 75

ABSTRACT

IN THIS BOOK, THE AUTHORS SET FORTH A HUMANISTIC APPROACH TO TEACHING AND LEARNING WHICH FOCUSES ON THE PRIME VALUES OF LOVE, TRUST, COOPERATION, AND TOLERANCE. IF THE SCHOOL IS TO PREPARE STUDENTS FOR LIFE, THE AUTHORS MAINTAIN THAT TEACHING HUMAN VALUES IS TANTAMOUNT TO TEACHING SURVIVAL SKILLS. THIS BOOK PRESENTS PRACTICAL WAYS TO CREATE SUCH OPPORTUNITIES. INCLUDED ARE SCORES OF SPECIFIC ACTIVITIES, PROCEDURES, AND SUGGESTIONS WHICH HAVE PROVEN THEIR WORTH IN CLASSROOM USE. (AUTHOR)

DESCRIPTORS

BOOKS
CURRICULUM GUIDES
HUMANISTIC EDUCATION
PERSONAL VALUES
VALUES
COURSE DESCRIPTIONS
ELEMENTARY SECONDARY EDUCATION
LESSON PLANS
TEACHER DEVELOPED MATERIALS

AVAILABILITYHART PUBLISHING COMPANY, INC., 15 WEST 4TH STREET, NEW YORK, NEW YORK 10012 ($8.95 IN HARDCOVER, $4.95 IN PAPERBACK)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS

IA 9.10 INSTRUCTIONAL PHILOSOPHY

REPORT NUMBER	ED117834
TITLE	IMPACT OF COLLECTIVE BARGAINING ON CURRICULUM-INSTRUCTION. NATIONAL SCHOOL BOARDS ASSOCIATION RESEARCH REPORT.
AUTHOR(S)	THOMPSON, A. GRAY; ZIEMER, RUSSELL H.
SOURCE	NATIONAL SCHOOL BOARDS ASSOCIATION, EVANSTON, ILL.
NOTE	23P.
PUB DATE	75

ABSTRACT

THIS REPORT PRESENTS THE FINDINGS OF A STUDY THAT EXAMINED HOW CONTRACTS BETWEEN SCHOOL DISTRICTS AND TEACHER ORGANIZATIONS AFFECT CURRICULUM AND INSTRUCTION AND HOW SCHOOL BOARD MEMBERS AND TEACHER LEADERS VIEW THE NEGOTIATION OF CURRICULUM AND INSTRUCTION MATTERS. TO GATHER DATA FOR THE STUDY, THE AUTHORS FIRST EXAMINED TEACHER CONTRACTS IN 28 MAJOR SCHOOL DISTRICTS TO SEE WHETHER AND TO WHAT EXTENT THEY EFFECT CURRICULUM AND INSTRUCTION AND THEN SURVEYED BOARD MEMBERS AND TEACHER LEADERS IN THOSE DISTRICTS ABOUT THEIR VIEWS CONCERNING THE NEGOTIATION OF CURRICULUM AND INSTRUCTION MATTERS. FINDINGS OF THE STUDY SHOW THAT ALTHOUGH MOST OF THE CONTRACTS STUDIED INCLUDE PROVISIONS RELATED TO CURRICULUM AND INSTRUCTION, MANY BOARD MEMBERS INSIST THAT THEY DO NOT NEGOTIATE SUCH MATTERS. BOARD MEMBERS ALSO APPEAR UNCLEAR AS TO WHETHER CURRICULUM AND INSTRUCTION MATTERS ARE THE RESPONSIBILITY OF THE BOARD OR THE ADMINISTRATION. TEACHER LEADERS, HOWEVER, UNANIMOUSLY FEEL THAT CURRICULUM AND INSTRUCTION MATTERS ARE IMPORTANT TOPICS FOR CONTRACT NEGOTIATIONS. (JG)

DESCRIPTORS

BOARD OF EDUCATION POLICY	BOARDS OF EDUCATION
COLLECTIVE BARGAINING	COLLECTIVE NEGOTIATION
CONTRACTS	CURRICULUM
ELEMENTARY SECONDARY EDUCATION	INDUSTRIAL RELATIONS
INSTRUCTION	OCCUPATIONAL SURVEYS
TEACHER ADMINISTRATOR RELATIONSHIP	TEACHER ATTITUDES

AVAILABILITY NATIONAL SCHOOL BOARDS ASSOCIATION, 800 STATE NATIONAL BANK PLAZA, P.O. BOX 1496, EVANSTON, ILLINOIS 60204 ($3.50, QUANTITY DISCOUNTS)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS

IAA 9.101 ACADEMIC FREEDOM

REPORT NUMBER ED025027

TITLE ACADEMIC FREEDOM IN THE SECONDARY SCHOOLS.

SOURCE AMERICAN CIVIL LIBERTIES UNION, NEW YORK, N.Y.

NOTE 23P.

PUB DATE SEP 68

ABSTRACT

A POLICY STATEMENT RECOMMENDS APPLICATION OF THE PRINCIPLES OF ACADEMIC FREEDOM AND CIVIL LIBERTIES TO THE SECONDARY SCHOOLS. TEACHERS' RIGHTS ARE DISCUSSED IN TERMS OF (1) APPOINTMENTS AND DISMISSALS, (2) LOYALTY OATHS, (3) CURRICULUM, (4) SELECTION OF TEXTS AND SUPPLEMENTARY INSTRUCTIONAL RESOURCES, (5) FREEDOM TO TEACH CONTROVERSIAL ISSUES, (6) FREEDOM TO DISCUSS SCHOOL POLICIES, (7) ORGANIZATIONAL ACTIVITIES, (8) POLITICAL ACTIVITIES, (9) PERSONAL RIGHTS AND FREEDOMS, AND (10) THE RIGHTS OF ADMINISTRATORS. STUDENTS' RIGHTS ARE DISCUSSED WITH RESPECT TO (1) FREEDOM OF EXPRESSION AND COMMUNICATION, (2) FREEDOM OF ASSOCIATION, (3) FREEDOM OF ASSEMBLY AND THE RIGHT TO PETITION, (4) STUDENT GOVERNMENT, (5) STUDENT DISCIPLINE, (6) PERSONAL APPEARANCE, (7) FREEDOM FROM DISCRIMINATION, AND (8) THE RIGHTS OF MARRIED AND PREGNANT STUDENTS. AN APPENDIX LISTS CONSTITUTIONAL AMENDMENTS RELEVANT TO STANDARDS OF ACADEMIC FREEDOM. (TT)

DESCRIPTORS

ACADEMIC FREEDOM
DISCIPLINE
FREEDOM OF SPEECH
MARITAL STATUS
RELIGIOUS FACTORS
SECONDARY SCHOOLS
STUDENT ORGANIZATION
TEACHER EMPLOYMENT
TEACHERS
CURRICULUM
DISQUALIFICATION
HYGIENE
POLITICAL AFFILIATION
SCHOOL POLICY
SOCIAL DISCRIMINATION
STUDENTS
TEACHER PARTICIPATION
TEXTBOOK SELECTION

AVAILABILITYAMERICAN CIVIL LIBERTIES UNION, 156 FIFTH AVENUE, NEW YORK, N.Y. 10010 ($0.25).

EDRS PRICE EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

IB 9.20 GOALS AND OBJECTIVES

REPORT NUMBER EJ057480

TITLE A METHODOLOGY FOR THE EVALUATION OF INSTRUCTION OR PERFORMANCE CONTRACTS WHICH INCORPORATES SCHOOL DISTRICT UTILITIES AND GOALS

AUTHOR(S) BRUNO, JAMES E.

PUB DATE SPR 72

DESCRIPTORS
BOARD OF EDUCATION POLICY
EDUCATIONAL PLANNING
MEASUREMENT INSTRUMENTS
PERFORMANCE CRITERIA
TABLES (DATA)
EDUCATIONAL OBJECTIVES
EVALUATION METHODS
PERFORMANCE CONTRACTS
SCHOOL DISTRICTS

IDENTIFIERS
INTERVAL SHIFT ANALYSIS

CITATION AMERICAN EDUCATIONAL RESEARCH JOURNAL; 9; 2; 175-95

IC 9.30 CURRICULUM DEVELOPMENT, ALSO, I 9.0 AND ID 9.40

REPORT NUMBER ED017606

TITLE CONTINUOUS PROGRESS EDUCATION IN THE SEATTLE PUBLIC SCHOOLS, THE PROPOSED SOUTHEAST EDUCATION CENTER. DOCUMENTATION.

SOURCE SEATTLE PUBLIC SCHOOLS, WASH. TASK FORCE ON CONTINUOUS PROGRESS EDUCATION.

NOTE 59P.

PUB DATE 17JAN68

ABSTRACT

THIS REPORT DESCRIBES A PROPOSED CONTINUOUS PROGRESS EDUCATIONAL CENTER WITH AN EXPECTED ENROLLMENT OF ABOUT 3,500 RACIALLY MIXED PUPILS AT ALL GRADE LEVELS. (A PRESCHOOL GROUP MAY BE ADDED, THUS RAISING THE TOTAL ENROLLMENT.) NO MORE THAN 50 PERCENT OF THE STUDENTS WILL BE NONWHITE AND NO SINGLE MINORITY GROUP (NEGRO, ORIENTAL, FILIPINO, OR AMERICAN INDIAN) WILL CONSTITUTE MORE THAN 33 PERCENT OF THE TOTAL ENROLLMENT. EACH STUDENT WILL RECEIVE INDIVIDUALIZED INSTRUCTION AND WILL PROGRESS AT HIS OWN RATE WITHIN AN INDIVIDUALLY DESIGNED PROGRAM OF STUDY. THE ARRANGEMENT OF SPACES AND FACILITIES IN THE CENTER WILL PROVIDE MAXIMUM FLEXIBILITY IN EDUCATIONAL PROGRAMING. IN GENERAL PUPILS WILL BE GROUPED ACCORDING TO PERFORMANCE CRITERIA. ALTHOUGH LANGUAGE ARTS AND MATHEMATICS WILL BE EMPHASIZED, SCIENCE, SOCIAL STUDIES, FINE AND PRACTICAL ARTS, OCCUPATIONAL ORIENTATION, AND WORK EXPERIENCE WILL ALSO BE OFFERED. AS WELL AS A REGULAR CONTINUOUS PROGRESS CURRICULUM, LEARNING PACKETS WITH BUILT-IN BEHAVIORAL OBJECTIVES, PRETESTS, SELF-TESTS, AND POSTTESTS WILL BE USED. THE TEACHER'S ROLE WILL BE ONE OF TEAM PARTNER, ACADEMIC SPECIALIST, AND GENERAL EDUCATOR. IT IS ALSO EXPECTED THAT PARENTS AND OTHER COMMUNITY RESIDENTS WILL BE INVOLVED IN THE CENTER'S OPERATION. STANDARDIZED APTITUDE AND ACHIEVEMENT TESTS AND OTHER TRADITIONAL MEASUREMENT INSTRUMENTS WILL BE USED TO EVALUATE THE CENTER'S ACTIVITIES, A COST EFFECTIVENESS TECHNIQUE FOR EVALUATION AND EXPERIMENTATION WILL BE USED TO ASSESS THE VALUE OF THE PROGRAM. AS PART OF THE GENERAL RESEARCH DESIGN, AN INFORMATION SYSTEM WILL DISSEMINATE RELEVANT PROGRAM INFORMATION TO STAFF MEMBERS THROUGHOUT THE CENTER. (LB)

DESCRIPTORS

COMMUNITY INVOLVEMENT
COMPUTER ORIENTED PROGRAMS
CURRICULUM DESIGN
DEMOGRAPHY
INSTRUCTIONAL STAFF
INTERMEDIATE GRADES
RACIAL BALANCE
SCHOOL ADMINISTRATION
SCHOOL ORGANIZATION
STUDENT PLACEMENT
TEAM TEACHING
COMMUNITY SCHOOLS
CONTINUOUS PROGRESS PLAN
DATA
FLEXIBLE FACILITIES
INSTRUCTIONAL TECHNOLOGY
PROGRAM EVALUATION
RESEARCH
SCHOOL DISTRICTS
STUDENT CHARACTERISTICS
TABLES (DATA)

IDENTIFIERS

FLEXIBLE PROGRESS PROGRESSION
SOUTHEAST EDUCATION CENTER
SEATTLE
WASHINGTON

EDRS PRICE EDRS PRICE MF-$0.75 HC-$3.15 PLUS POSTAGE

ICA 9.301 CURRICULUM COMMITTEES

REPORT NUMBER ED052537

TITLE DECISION MAKING IN CURRICULUM & INSTRUCTION. AN IDEA MONOGRAPH.

AUTHOR(S) MYERS, DONALD A.

SOURCE INSTITUTE FOR DEVELOPMENT OF EDUCATIONAL ACTIVITIES, CAYTON, OHIO.

NOTE 54P.

PUB DATE 70

ABSTRACT

THIS MONOGRAPH AIMS AT ASSURING GREATER RATIONALITY IN DECISIONMAKING PROCESSES INVOLVING BOARDS OF EDUCATION, SCHOOL SUPERINTENDENTS, PRINCIPALS, AND TEACHERS. THE DISCUSSION BEGINS WITH AN ANALYSIS OF THE PRESENT CONFUSION REGARDING WHO MAKES CURRICULUM AND INSTRUCTION DECISIONS. A THEORETICAL FRAMEWORK, CONSISTENT WITH SOME OF THE ESTABLISHED THEORIES CONCERNING FORMAL ORGANIZATIONS, CURRICULUM, AND DECISIONMAKING, IS THEN PROPOSED TO FORM A MODEL THAT CAN BE CHALLENGED, EXAMINED, AND MODIFIED. THIS CONCEPTUAL SCHEME GUIDES THE PRACTICAL BUSINESS OF MAKING CURRICULAR DECISIONS IN SCHOOL SYSTEMS, SCHOOLS, AND CLASSROOMS. (AUTHOR/MLF)

DESCRIPTORS

BOARDS OF EDUCATION
CURRICULUM DEVELOPMENT
INSTRUCTION
PRINCIPALS
SCHOOL SUPERINTENDENTS
TEACHER EDUCATION
THEORIES
BUREAUCRACY
DECISION MAKING
MODELS
ROLE CONFLICT
SOCIAL VALUES
TEACHERS

AVAILABILITY I/D/E/A, MAIL ORDERS, P.O. BOX 628, FAR HILLS BRANCH, DAYTON, OHIO 45419 ($1.50)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

ICF 9.304 CURRICULUM ADOPTION

REPORT NUMBER ED106562

TITLE CAREER EDUCATION GUIDE: K-14

SOURCE LAKESHORE TECHNICAL INST., SHEBOYGAN, WIS,; SHEBOYGAN PUBLIC SCHOOLS, WIS.

NOTE 712P.

PUB DATE 72

ABSTRACT

THE GUIDE PROVIDES EXAMPLES OF CONCEPTS, OBJECTIVES, CLASSROOM ACTIVITIES, AND RESOURCES APPROPRIATE FOR INTEGRATING CAREER EDUCATION INTO EXISTING CURRICULA, K-14. THE GUIDE'S CHAPTERS FOR GRADES K-3 AND 4-6 (26 AND 40 PAGES RESPECTIVELY) CONTAIN DETAILED LESSON PLANS WHICH CORRELATE APPROPRIATE DEVELOPMENT CONCEPTS WITH EACH OF THE COMPONENTS OF LIFE (SELF, WORK WORLD, AND CAREER PLANNING). EACH LESSON PLAN ALSO LISTS GENERAL OBJECTIVES, BEHAVIORAL OBJECTIVES, CURRICULUM CONSIDERATIONS, RESOURCES, ACTIVITIES, AND EVALUATIONS FOR EACH SUCH COMBINATION. THE CHAPTER FOR GRADES 7-9 (158 PAGES) FOLLOWS THE SAME FORMAT BUT IS SUBDIVIDED BY SUBJECT AREA: FINE ARTS, HOME ECONOMICS, INDUSTRIAL ARTS, LANGUAGE ARTS, SCIENCE, AND SOCIAL STUDIES. THE CHAPTER FOR GRADES 10-12 (294 PAGES) COVERS: BUSINESS EDUCATION, COMMUNICATIONS, FINE ARTS, FOREIGN LANGUAGES, HOME ECONOMICS, INDUSTRIAL ARTS AND VOCATIONAL EDUCATION, MATHEMATICS, SCIENCE, AND SOCIAL STUDIES AND PSYCHOLOGY. THE CHAPTER FOR GRADES 13-14 (109 PAGES) COVERS: COMMUNICATIONS, INDUSTRIAL EDUCATION, ELECTRIC POWER, PLASTICS, AND MARKETING. TWO BRIEF CHAPTERS DISCUSS THE ROLE OF THE COUNSELOR AND THE LOCAL VOCATIONAL EDUCATION COORDINATOR. TWO SUPPLEMENTARY REPORTS PRESENT A BLUEPRINT FOR IMPLEMENTING CAREER EDUCATION AND A COMPONENT EXPANSION OF THE CAREER EDUCATION MODEL. (JR)

DESCRIPTORS
CAREER EDUCATION
CONCEPT TEACHING
CURRICULUM GUIDES
INSTRUCTIONAL MATERIALS
LEARNING ACTIVITIES
OCCUPATIONAL GUIDANCE
PROGRAM DEVELOPMENT
TEACHING MODELS
VOCATIONAL COUNSELING
VOCATIONAL DIRECTORS
CAREER PLANNING
COUNSELOR ROLE
ELEMENTARY SECONDARY EDUCATION
INTEGRATED CURRICULUM
LESSON PLANS
POST SECONDARY EDUCATION
RESOURCE MATERIALS
UNITS OF STUDY (SUBJECT FIELDS)
VOCATIONAL DEVELOPMENT
VOCATIONAL EDUCATION

EDRS PRICE EDRS PRICE MF-$1.23 HC-$36.18 PLUS POSTAGE

ICFA 9.305 CURRICULUM GUIDES AND COURSE OUTLINES

REPORT NUMBER ED105463

TITLE LANGUAGE AND COMMUNICATION: A RESOURCE BOOK, K-12. CURRICULUM GUIDE NO. 40.

SOURCE MINNESOTA STATE DEPT. OF EDUCATION, ST. PAUL. DIV. OF INSTRUCTION

NOTE 220P.; GUIDE INCLUDES A RECORDING WHICH WAS REMOVED FROM FILMED COPY

PUB DATE 75

ABSTRACT

THE MAJOR FOCUS OF THIS RESOURCE BOOK IS ON PEOPLE AND THE PROBLEMS THEY HAVE IN RELATING TO ONE ANOTHER FOR MUTUAL GROWTH AND DEVELOPMENT IN A RAPIDLY CHANGING SOCIETY. THE GOALS AND OBJECTIVES OF THE GUIDE, ESPECIALLY THOSE RELATED TO THE USE AND MISUSE OF LANGUAGE IN HUMAN AFFAIRS, HAVE BEEN VALIDATED BY RESEARCH AS EFFECTIVE FOR THE IMPROVEMENT OF WRITING, CRITICAL THINKING AND CRITICAL READING, AND CREATIVITY, AND FOR THE REDUCTION OF PREJUDICE. THE CONTENTS CONSIST OF A SECTION CONCERNING PERSPECTIVES ON LANGUAGE AND COMMUNICATION, WITH DISCUSSION AND OUTLINES OF THE SUBJECTS OF LANGUAGE AND COMMUNICATION, WRITING AND COMMUNICATION, AND LANGUAGE AND LITERATURE; A SECTION CONTAINING LANGUAGE STUDY CONCEPTS AND OBJECTIVES, WITH SAMPLE LESSONS ON THE OBJECTIVES, ON SPEECH DIALECTS, AND ON GENERAL SEMANTICS; AND 11 APPENDIXES WHICH CONTAIN MATERIAL RELATED TO THE VARIOUS SUBJECTS OF THIS GUIDE. (JM)

DESCRIPTORS

CLASS ACTIVITIES
COMPOSITION (LITERARY)
ELEMENTARY SECONDARY EDUCATION
INSTRUCTIONAL MATERIALS
LESSON PLANS
READING
COMMUNICATION (THOUGHT TRANSFER)
CURRICULUM GUIDES
ENGLISH INSTRUCTION
LANGUAGE ARTS
LITERATURE

AVAILABILITYDOCUMENTS SECTION, ROOM 140, CENTENNIAL BUILDING, ST. PAUL, MINNESOTA 55155 ($6.50 INCLUDING RECORD)

EDRS PRICE EDRS PRICE MF-$0.76 HC-$10.78 PLUS POSTAGE

REPORT NUMBER ED118889

TITLE SPECIAL NEEDS CURRICULUM GUIDE.

SOURCE IDAHO STATE BOARD OF VOCATIONAL EDUCATION, BOISE.

NOTE 507P.

PUB DATE JUN 75

ABSTRACT

THE CURRICULUM GUIDE WAS DESIGNED FOR VOCATIONAL SPECIAL NEEDS PROGRAMS IN IDAHO AND CONCENTRATES ON PREPARING HANDICAPPED AND DISADVANTAGED STUDENTS TO SUCCEED IN REGULAR VOCATIONAL PROGRAMS. THE SUBJECTS, PRE-VOCATIONAL IN NATURE, INCLUDE: LIVING SKILLS (SELF CONCEPT, LIFE MANAGEMENT, COMMUNITY RESOURCES, FOOD AND NUTRITION, CLOTHING AND GROOMING, CLOTHING CARE, CONSUMER EDUCATION, HOME SAFETY AND HEALTH, PRE-FIRST AID), CONSTRUCTION AND REMODELING (EXTERIOR HOME MAINTENANCE, MASONRY, WOODWORKING AND CARPERTRY), MECHANICS AND MOTORS, (SMALL ENGINE, BICYCLE MAINTENANCE, AUTOMOTIVE UPKEEP, PRE-DRIVER TRAINING, GAS AND ARC WELDING), HOME REPAIRS (INTERIOR MAINTENANCE, PAINTING AND WALLPAPERING, ELECTRICITY, PLUMBING, FURNITURE REPAIR AND REFINISHING, UPHOLSTERY), HORTICULTURE (GARDENING, GROUNDSKEEPING AND LANDSCAPING), INTRODUCTION TO WORLD OF WORK (GETTING AND KEEPING A JOB, WRITING EMPLOYMENT LETTERS, FILLING OUT FORMS, MONEY MANAGEMENT), OCCUPATIONAL TRAINING (CHILD CARE, LAUNDRY/DRY CLEANING, FOOD SERVICE, CUSTODIAL/HOUSEKEEPING). EACH OF THE SUBJECTS IS DIVIDED INTO UNITS AND LESSONS, WITH EACH UNIT CONTAINING AN INTRODUCTION, PRE/POST TESTS, SEVERAL SAMPLE LESSON PLANS, AND A RESOURCE LIST. EACH LESSON PLAN STATES BEHAVIORAL OBJECTIVES, CONTENT, DETAILED LEARNING ACTIVITIES, AND NEEDED RESOURCES. TIME SPENT ON EACH UNIT AND LESSON IS LEFT OPEN, DEPENDING ON THE TEACHER, STUDENTS, AND SITUATION. (LH)

DESCRIPTORS

CONSTRUCTION (PROCESS)
DAILY LIVING SKILLS
ELEMENTARY SECONDARY EDUCATION
EQUIPMENT MAINTENANCE
HORTICULTURE
JOB SKILLS
PREVOCATIONAL EDUCATION
RESOURCE GUIDES
STATE CURRICULUM GUIDES
CURRICULUM GUIDES
DISADVANTAGED YOUTH
EMPLOYMENT QUALIFICATIONS
HANDICAPPED STUDENTS
JOB APPLICATION
LESSON PLANS
REPAIR
SPECIAL EDUCATION
UNIT PLAN

EDRS PRICE EDRS PRICE MF-$1.00 HC-$27.45 PLUS POSTAGE

REPORT NUMBER ED123170

TITLE GUIDE TO CONCEPT DEVELOPMENT IN THE SOCIAL STUDIES.

AUTHOR(S) LENGEL, JAMES G.; MCCAFFERTY, H. DONN

SOURCE VERMONT STATE DEPT. OF EDUCATION, MONTPELIER. DIV. OF ELEMENTARY AND SECONDARY EDUCATION.

NOTE 113P.; A FEW PAGES MAY REPRODUCE POORLY

PUB DATE 75

ABSTRACT

THIS GUIDE LISTS AND DEFINES CONCEPTS FROM SEVEN SOCIAL SCIENCE DISCIPLINES AND PRESENTS STRATEGIES FOR CONCEPT TEACHING IN THE SOCIAL SCIENCES AT THE ELEMENTARY AND SECONDARY LEVELS. THE GUIDE'S FOUR MAIN SECTIONS ARE THEORETICAL INTRODUCTION, CONCEPTS FROM THE SOCIAL SCIENCES, TEACHING STRATEGIES, AND THE FUTURE. THE THEORETICAL INTRODUCTION SECTION DISCUSSES WHAT A CONCEPT IS AND OUTLINES A GENERAL SOCIAL STUDIES CURRICULUM STRUCTURE WHICH RELATES CONCEPTS, SKILLS, AND CONTENT INTO A SYSTEM FOR PROGRAM PLANNING. THE SECTION ON CONCEPTS FROM THE SOCIAL SCIENCES, WHICH COMPRISES THE MAJOR PORTION OF THE GUIDE, LISTS AND DEFINES CONCEPTS IN ANTHROPOLOGY-SOCIOLOGY, ECONOMICS, GEOGRAPHY, HISTORY, POLITICAL SCIENCE, AND PSYCHOLOGY. FOCUS QUESTIONS WHICH TEACHERS CAN USE WITH STUDENTS ARE PROVIDED FOR THE CONCEPTS. THE TEACHING STRATEGIES SECTION DISCUSSES PROCEDURES FOR TEACHING THE CONCEPTS OF THE PRECEDING SECTION AND CONTAINS A SAMPLE LESSON PLAN. THE GUIDE CONCLUDES WITH A BRIEF OUTLINE OF SUBJECTS TO BE INCLUDED IN FUTURE VOLUMES. (AUTHOR/RM)

DESCRIPTORS

ANTHROPOLOGY
CONCEPT TEACHING
CURRICULUM GUIDES
ELEMENTARY SECONDARY EDUCATION
HISTORY
POLITICAL SCIENCE
SKILL DEVELOPMENT
SOCIAL STUDIES
TEACHING METHODS
CONCEPT FORMATION
CURRICULUM DEVELOPMENT
ECONOMICS
GEOGRAPHY
LESSON PLANS
PSYCHOLOGY
SOCIAL SCIENCES
SOCIOLOGY

EDRS PRICE EDRS PRICE MF-$0.83 HC-$6.01 PLUS POSTAGE

ICFA 9.305 CURRICULUM GUIDES AND COURSE OUTLINES

REPORT NUMBER ED123160

TITLE GUIDE TO AN ANALYSIS OF CURRICULUM MATERIALS FOR ETHNIC HERITAGE PROGRAMS.

SOURCE CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO. BUREAU OF INTERGROUP RELATIONS.

NOTE 22P.; FOR A RELATED DOCUMENT, SEE SO 009 094

PUB DATE 76

ABSTRACT

THIS PUBLICATION CONTAINS THE ANALYSIS INSTRUMENT DEVELOPED BY THE CALIFORNIA ETHNIC HERITAGE PROGRAM TO ANALYZE ETHNIC STUDIES CURRICULA K-12 AND DISCUSSES PROCEDURES FOR USING THE ANALYSIS FORM. THE INSTRUMENT IS INTENDED AS A TRAINING AID TO PREPARE TEACHERS AND OTHER PERSONS CONCERNED WITH EDUCATION TO UNDERSTAND AND INTERNALIZE CERTAIN CRITERIA RELATING TO MULTIETHNIC AND MULTICULTURAL CURRICULA. THE INSTRUMENT WAS FIELD TESTED ON A VARIETY OF PRINTED AND AUDIOVISUAL MATERIALS. SEE ERIC DOCUMENT SO 009 094 FOR A LIST OF THE CURRICULA REVIEWED. THE ANALYSIS INSTRUMENT IS COMPRISED OF A PRELIMINARY SCREENING FORM AND A CURRICULUM ANALYSIS QUESTIONNAIRE. THE SCREENING FORM IS TO BE USED IN DETERMINING WHETHER THE CURRICULUM MATERIAL SEEMS, ON BRIEF EXAMINATION, TO JUSTIFY FULL ANALYSIS OR WHETHER THE MATERIAL SHOULD BE REJECTED AT THE ONSET. THE QUESTIONNAIRE IS SPECIFIC AND DETAILED, AND IS INTENDED TO PROVIDE THE BASIS FOR A RECOMMENDATION CONCERNING THE USE OF AN ITEM IN ETHNIC HERITAGE INSTRUCTION. THE QUESTIONNAIRE REQUIRES A FULL REVIEW OF THE CONTENTS AND FORMAT OF THE CURRICULUM. (AUTHOR/RM)

DESCRIPTORS
CURRICULUM DEVELOPMENT
ELEMENTARY SECONDARY EDUCATION
EVALUATION CRITERIA
MEDIA SELECTION
SELECTION
CURRICULUM EVALUATION
ETHNIC STUDIES
LIBRARY MATERIAL SELECTION
SCREENING TESTS
TEXTBOOK SELECTION

IDENTIFIERS
CALIFORNIA
ETHNIC HERITAGE STUDIES PROGRAM

AVAILABILITYPUBLICATIONS SALES, CALIFORNIA STATE DEPARTMENT OF EDUCATION, P.O. BOX 271, SACRAMENTO, CALIFORNIA 95802 ($0.65 PAPER)

EDRS PRICE EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE

REPORT NUMBER ED036474

TITLE A SCHOOL- DEVELOPED PROGRAM: AMERICAN STUDIES. INQUIRY INTO INNOVATIONS SERIES. SPECIAL REPORT.

AUTHOR(S) SOKOL, ALVIN P., ED.; MARSHALL, JON C., ED.

SOURCE UNIVERSITY CITY SCHOOL DISTRICT, MO.

NOTE 79P.; A SYMPOSIUM PRESENTED AT THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES, 49TH ANNUAL MEETING, HOUSTON, TEXAS, NOV.

PUB DATE NOV 69

ABSTRACT

THE FOUR PAPERS IN THIS REPORT PRESENT AN EXAMINATION OF SEVERAL ASPECTS OF AMERICAN STUDIES, A HUMANITIES-ORIENTED, INTERDISCIPLINARY (HISTORY AND LITERATURE) COURSE FOR 11TH GRADE STUDENTS AT UNIVERSITY CITY (MISSOURI) SENIOR HIGH SCHOOL. 'PHILOSOPHY OF THE UNIVERSITY CITY SCHOOL DISTRICT. . . IMPLICATIONS FOR THE DEVELOPMENT OF THE AMERICAN STUDIES PROGRAM' EXAMINES THE CLIMATE WITHIN THE DISTRICT WHICH FOSTERS STAFF DEVELOPMENT OF CURRICULUM. 'THE ROLE OF EDUCATIONAL RESEARCH IN THE DEMONSTRATION SCHOOL PROJECT' DISCUSSES THE ENCOURAGEMENT, DEVELOPMENT, RESEARCH AND DISSEMINATION OF INNOVATIVE PRACTICES. E.G., THE DEVELOPMENT OF BEHAVIORAL OBJECTIVES THROUGH INTERACTION OF THE RESEARCH TEAM AND THE 12-MEMBER TEACHING TEAM. 'STUDENT BEHAVIORAL EXPECTATIONS AND ACTIVITIES AS PERCEIVED BY TEACHERS AND STUDENTS' PRESENTS RESEARCH FINDINGS PERTAINING TO AMERICAN STUDIES (A STUDENT-CENTERED, PROCESS-ORIENTED PROGRAM) AS COMPARED TO CONVENTIONAL PROGRAMS (SEE SP 003 559). 'PROGRAM IMPLEMENTATION AND TEACHING STRATEGIES' DESCRIBES THE INSTRUCTIONAL CLIMATE, CLASSROOM TECHNIQUES, AND CONTINUING PROGRAM DEVELOPMENT BY THE AMERICAN STUDIES TEACHING TEAMS. INCLUDED WITH THE PAPERS ARE THE 25 BEHAVIORAL OBJECTIVES (IN FIVE SKILL AREAS) FOR THE TWO-SEMESTER COURSE; THE EIGHT-UNIT COURSE OUTLINE WITH SUBJECTS, READING, FILMS, AND COMPOSITION ASSIGNMENTS FOR EACH WEEK; AND THE HISTORY-LITERATURE CONCEPT OUTLINES FOR UNITS 1, 3, AND 4. (JS)

DESCRIPTORS

AMERICAN HISTORY
BOARD OF EDUCATION POLICY
COURSE OBJECTIVES
CURRICULUM DEVELOPMENT
EDUCATIONAL ENVIRONMENT
HUMANITIES INSTRUCTION
INTERDISCIPLINARY APPROACH
THEMATIC APPROACH
AMERICAN LITERATURE
COURSE CONTENT
COURSES
CURRICULUM RESEARCH
HIGH SCHOOL CURRICULUM
INSTRUCTIONAL INNOVATION
TEAM TEACHING

EDRS PRICE EDRS PRICE MF-$0.75 HC-$4.20 PLUS POSTAGE

ICFA 9.305 CURRICULUM GUIDES AND COURSE OUTLINES

REPORT NUMBER ED075940

TITLE THE GARY, INDIANA PUBLIC SCHOOL CURRICULUM, 1940-1970: A LOCAL HISTORY. FINAL REPORT.

AUTHOR(S) MCKINNEY, WILLIAM LYNN; WESTBURY, IAN

SOURCE CHICAGO UNIV., ILL.

NOTE 242P.

PUB DATE 14 MAY 73

ABSTRACT

CURRICULUM CHANGE AND THE DYNAMICS OF THIS CHANGE WERE EXPLORED BY MEANS OF A CASE STUDY OF SECONDARY SOCIAL STUDIES, SCIENCE, AND VOCATIONAL EDUCATION CURRICULUMS IN GARY, INDIANA, BETWEEN 1940 AND 1970. THE TIME PERIOD IS CHARACTERIZED BY BOTH UNPRECEDENTED EFFORT TO PRODUCE CHANGE AND SLOW CHANGE IN SCHOOLS. TALCOTT PARSON'S HIERARCHY OF LEVELS; CHARLES PERROW'S NOTION OF GOALS, TECHNOLOGY, AND STRUCTURE; AND KIRST AND WALKER'S ASSUMPTION THAT CURRICULUM DECISIONMAKING WAS 'POLITICAL' WERE USED TO CONCEPTUALIZE AND STABILIZE THE DATA AS CURRICULUM DEVELOPMENT WAS TRACED THROUGH THE TIME PERIOD. THE STUDY FINDINGS REVEALED THAT CHANGE OCCURRED IN SMALL WAYS IN INDIVIDUAL CLASSROOMS -- BY POLICY DECISION AND BY ORGANIZATIONAL 'DRIFT.' CHANGE AND FINANCIAL RESOURCES WERE FOUND TO BE RELATED. SCHOOL SYSTEM RESOURCES WERE USED FOR 'MAINTENANCE' OF THE SYSTEM; FEW RESOURCES WERE LEFT FOR INNOVATION. THE ADVENT OF FEDERAL FUNDING (NDEA, VOCATIONAL EDUCATION ACT OF 1963) BROUGHT ADDITIONAL FUNDS, WHICH PERMITTED THE CURRICULUM CHANGE THAT THE GARY SCHOOL SYSTEM HAD FAILED TO BRING ABOUT WITH ITS OWN LIMITED RESOURCES. AN EXTENSIVE BIBLIOGRAPHY IS INCLUDED. (AUTHOR)

DESCRIPTORS
BOARD OF EDUCATION POLICY
CURRICULUM DEVELOPMENT
DECISION MAKING
EDUCATIONAL INNOVATION
FEDERAL AID
RACIAL INTEGRATION
SCHOOL DISTRICT SPENDING
SECONDARY SCHOOLS
SUPERINTENDENT ROLE
CASE STUDIES (EDUCATION)
CURRICULUM PLANNING
EDUCATIONAL CHANGE
EDUCATIONAL PROGRAMS
ORGANIZATIONAL CHANGE
RESOURCE ALLOCATIONS
SCIENCE CURRICULUM
SOCIAL STUDIES
VOCATIONAL EDUCATION

IDENTIFIERS
GARY
NATIONAL INSTITUTE OF EDUCATION
WIRT PLAN
INDIANA
NIE

EDRS PRICE EDRS PRICE MF-$0.75 HC-$11.40 PLUS POSTAGE

ID 9.40 BASIC CURRICULUM DESIGN, ALSO, I 9.0 AND IC 9.30

REPORT NUMBER ED017606

TITLE CONTINUOUS PROGRESS EDUCATION IN THE SEATTLE PUBLIC SCHOOLS, THE PROPOSED SOUTHEAST EDUCATION CENTER. DOCUMENTATION.

SOURCE SEATTLE PUBLIC SCHOOLS, WASH. TASK FORCE ON CONTINUOUS PROGRESS EDUCATION.

NOTE 59P.

PUB DATE 17JAN68

ABSTRACT

THIS REPORT DESCRIBES A PROPOSED CONTINUOUS PROGRESS EDUCATIONAL CENTER WITH AN EXPECTED ENROLLMENT OF ABOUT 3,500 RACIALLY MIXED PUPILS AT ALL GRADE LEVELS. (A PRESCHOOL GROUP MAY BE ADDED, THUS RAISING THE TOTAL ENROLLMENT.) NO MORE THAN 50 PERCENT OF THE STUDENTS WILL BE NONWHITE AND NO SINGLE MINORITY GROUP (NEGRO, ORIENTAL, FILIPINO, OR AMERICAN INDIAN) WILL CONSTITUTE MORE THAN 33 PERCENT OF THE TOTAL ENROLLMENT. EACH STUDENT WILL RECEIVE INDIVIDUALIZED INSTRUCTION AND WILL PROGRESS AT HIS OWN RATE WITHIN AN INDIVIDUALLY DESIGNED PROGRAM OF STUDY. THE ARRANGEMENT OF SPACES AND FACILITIES IN THE CENTER WILL PROVIDE MAXIMUM FLEXIBILITY IN EDUCATIONAL PROGRAMING. IN GENERAL PUPILS WILL BE GROUPED ACCORDING TO PERFORMANCE CRITERIA. ALTHOUGH LANGUAGE ARTS AND MATHEMATICS WILL BE EMPHASIZED, SCIENCE, SOCIAL STUDIES, FINE AND PRACTICAL ARTS, OCCUPATIONAL ORIENTATION, AND WORK EXPERIENCE WILL ALSO BE OFFERED. AS WELL AS A REGULAR CONTINUOUS PROGRESS CURRICULUM, LEARNING PACKETS WITH BUILT-IN BEHAVIORAL OBJECTIVES, PRETESTS, SELF-TESTS, AND POSTTESTS WILL BE USED. THE TEACHER'S ROLE WILL BE ONE OF TEAM PARTNER, ACADEMIC SPECIALIST, AND GENERAL EDUCATOR. IT IS ALSO EXPECTED THAT PARENTS AND OTHER COMMUNITY RESIDENTS WILL BE INVOLVED IN THE CENTER'S OPERATION. STANDARDIZED APTITUDE AND ACHIEVEMENT TESTS AND OTHER TRADITIONAL MEASUREMENT INSTRUMENTS WILL BE USED TO EVALUATE THE CENTER'S ACTIVITIES, A COST EFFECTIVENESS TECHNIQUE FOR EVALUATION AND EXPERIMENTATION WILL BE USED TO ASSESS THE VALUE OF THE PROGRAM. AS PART OF THE GENERAL RESEARCH DESIGN, AN INFORMATION SYSTEM WILL DISSEMINATE RELEVANT PROGRAM INFORMATION TO STAFF MEMBERS THROUGHOUT THE CENTER. (LB)

DESCRIPTORS

COMMUNITY INVOLVEMENT
COMPUTER ORIENTED PROGRAMS
CURRICULUM DESIGN
DEMOGRAPHY
INSTRUCTIONAL STAFF
INTERMEDIATE GRADES
RACIAL BALANCE
SCHOOL ADMINISTRATION
SCHOOL ORGANIZATION
STUDENT PLACEMENT
TEAM TEACHING
COMMUNITY SCHOOLS
CONTINUOUS PROGRESS PLAN
DATA
FLEXIBLE FACILITIES
INSTRUCTIONAL TECHNOLOGY
PROGRAM EVALUATION
RESEARCH
SCHOOL DISTRICTS
STUDENT CHARACTERISTICS
TABLES (DATA)

IDENTIFIERS

FLEXIBLE PROGRESS PROGRESSION
SOUTHEAST EDUCATION CENTER
SEATTLE
WASHINGTON

EDRS PRICE EDRS PRICE MF-$0.75 HC-$3.15 PLUS POSTAGE

IDBB 9.402 DRUG EDUCATION

REPORT NUMBER ED109165

TITLE A SURVEY AND ASSESSMENT OF THE CURRENT STATUS OF DRUG RELATED INSTRUCTIONAL PROGRAMS IN SECONDARY AND ELEMENTARY EDUCATIONAL INSTITUTIONS.

AUTHOR(S) BOLDT, ROBERT F.; AND OTHERS

SOURCE EDUCATIONAL TESTING SERVICE, PRINCETON, N.J.

NOTE 136P.

PUB DATE FEB 73

ABSTRACT

THIS REPORT IS CONCERNED WITH DRUG USE AND PROGRAMS AT THE ELEMENTARY SCHOOL LEVEL, AS WELL AS THE SECONDARY SCHOOL LEVEL. INCLUDED ARE DISCUSSIONS OF DRUG EDUCATION WITH RELATION TO (1) BACKGROUND CONSIDERATIONS, (2) EDUCATIONAL TECHNIQUES, (3) TEACHING METHODS, (4) SUMMARY DESCRIPTIONS OF CURRICULA, (5) JUDGMENTAL EVALUATIONS OF CURRICULA, AND (6) A REVIEW OF THE EVALUATION RESEARCH OF DRUG-RELATED INSTRUCTION. ALSO INCLUDED ARE RESULTS FROM A SURVEY OF ELEMENTARY AND SECONDARY SCHOOLS, DEALING WITH THEIR PERCEPTION OF PROBLEMS, THEIR PRACTICES, AND EVALUATIONS OF THE DRUG EDUCATION PROGRAMS. (AUTHOR)

DESCRIPTORS

CURRICULUM
DRUG EDUCATION
ELEMENTARY SECONDARY
INSTRUCTIONAL PROGRAMS
PROGRAM EFFECTIVENESS
SCHOOL SURVEYS
DRUG ABUSE
ELEMENTARY SCHOOLS
HIGH SCHOOLS
OBJECTIVES
SCHOOL POLICY
TEACHING METHODS

EDRS PRICE EDRS PRICE MF-$0.76 HC-$6.97 PLUS POSTAGE

IDCA 9.403 SUMMER SCHOOL

REPORT NUMBER ED114940

TITLE SUMMER SCHOOL COST STUDY. A REPORT OF THE SUMMER SCHOOL COMMITTEE.

SOURCE DEPENDENTS SCHOOLS (DOD), WASHINGTON, D.C.

NOTE 15P.

PUB DATE MAY 75

ABSTRACT

THIS STUDY IS PRIMARILY A COMPILATION OF COST AND BUDGET DATA GATHERED THROUGH A SUMMER SCHOOL QUESTIONNAIRE THAT WAS SENT TO 25 UNITED STATES SCHOOL SYSTEMS WITH A TOTAL ENROLLMENT OF OVER 100,000 STUDENTS. EIGHTEEN QUESTIONNAIRES WERE RETURNED, THOUGH ONE WAS NOT USED SINCE THE SCHOOL SYSTEM DOES NOT OPERATE A SUMMER SCHOOL. THEREFORE, THE DATA ANALYSIS IS BASED ON RESPONSES FROM 17 OF THE 25 SCHOOL SYSTEMS CONTACTED. THE QUESTIONNAIRE WAS DESIGNED TO PROVIDE GUIDANCE TO THE SUMMER SCHOOL COMMITTEE IN PREPARING UNIFORM SUMMER SCHOOL POLICY GUIDELINES FOR THE DEPARTMENT OF DEFENSE OVERSEAS SCHOOLS. IN ORDER TO DEVELOP SUMMER SCHOOL POLICY GUIDELINES COMPARABLE TO STATESIDE SCHOOLS, INFORMATION WAS OBTAINED REGARDING WHO PAYS THE COSTS OF PROVIDING SUMMER SCHOOL, THE NUMBER OF STUDENTS ATTENDING SUMMER SCHOOL, THE TYPE AND DESCRIPTION OF SUMMER SCHOOL COURSES OFFERED, WHO COORDINATES THE PROGRAM AND PREPARES REQUIRED SUMMER SCHOOL REPORTS, AND OTHER INFORMATION REGARDING THE COST AND OPERATION OF SUMMER SCHOOL PROGRAMS. IN ADDITION TO A VARIETY OF DATA TABLES THAT SUMMARIZE RESPONSES TO THE DIFFERENT QUESTIONNAIRE ITEMS, THE REPORT ALSO CONTAINS A SAMPLE OF THE QUESTIONNAIRE FORM. (AUTHOR/JG)

DESCRIPTORS

EDUCATIONAL ADMINISTRATION
ELEMENTARY SECONDARY EDUCATION
PROGRAM DESCRIPTIONS
SCHOOL SURVEYS
SUMMER PROGRAMS
TABLES (DATA)
EDUCATIONAL FINANCE
PROGRAM COSTS
QUESTIONNAIRES
STATISTICAL DATA
SUMMER SCHOOLS

EDRS PRICE EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

REPORT NUMBER ED113826

TITLE YEAR ROUND SCHOOL ARTICULATION AND COMPATIBILITY STUDY. VOLUME 2: RESEARCH REPORTS CONDUCTED FOR THE PROJECT.

SOURCE GROSSMONT UNION HIGH SCHOOL DISTRICT, CALIF.; SAN DIEGO COUNTY DEPT. OF EDUCATION, CALIF.

NOTE 80P.; INNOVATION FUND PROJECT NO. 221, A RELATED DOCUMENT IS EA 007 623

ABSTRACT

THIS IS A PRESENTATION OF SIX RESEARCH REPORTS CONDUCTED FOR A YEAR-ROUND SCHOOL ARTICULATION AND COMPATIBILITY STUDY. PRESENTED ARE THE REPORTS OF THE COMMITTEES CONCERNED WITH A YEAR-ROUND SCHOOL RESEARCH BIBLIOGRAPHY LIBRARY, A STUDENT EMPLOYER SURVEY, A GENERAL AIR-CONDITIONING SURVEY, A REVIEW OF SELECTED YEAR-ROUND SCHOOL SURVEYS, A SUMMER SCHOOL ARTICULATION REPORT, AND A RESEARCH REPORT OF THE 44-17 AND OTHER METHODS OF YEAR-ROUND SECONDARY SCHOOL OPERATION. THE STUDENT EMPLOYER SURVEY WAS CARRIED OUT IN ORDER TO SAMPLE THE CONDITIONS UNDER WHICH HIGH SCHOOL STUDENTS ARE EMPLOYED AND THE EFFECT THAT YEAR-ROUND SCHOOL WOULD HAVE ON YOUTH EMPLOYMENT AND THE GENERAL BUSINESS OPERATION. THE GENERAL AIR-CONDITIONING SURVEY WAS TO DETERMINE THE FACTORS EXISTION IN THE AREA SCHOOLS; NO ATTEMPT WAS MADE TO ESTIMATE THE OPERATION COSTS FOR INCREASED AIR-CONDITIONING. THE STRESS OF THE SURVEY OF YEAR-ROUND SCHOOLS WAS PLACED ON THE MOST RECENT STUDIES AND SURVEYS ACCOMPLISHED IN SAN DIEGO COUNTY THAT ATTEMPTED TO MEASURE THE ATTITUDES AND OPINIONS OF VARIOUS POPULATIONS TOWARD THE YEAR-ROUND CONCEPT. (AUTHOR/IRT)

DESCRIPTORS
AIR CONDITIONING
EDUCATIONAL FACILITIES
EXTENDED SCHOOL YEAR
SUMMER SCHOOLS
ARITCULATION (PROGRAM)
ELEMENTARY SECONDARY EDUCATION
FEASIBILITY STUDIES
YEAR ROUND SCHOOLS

IDENTIFIERS
45 15 PLAN

EDRS PRICE EDRS PRICE MF-$0.76 HC-$4.43 PLUS POSTAGE

IDCA 9.403 SUMMER SCHOOL

REPORT NUMBER ED108385

TITLE A BRIEF REVIEW OF YEAR-ROUND SCHOOL PLANS WITH COST ESTIMATES FOR A PROPOSED SUMMER TERM FOR OXFORD DISTRICT, MISSISSIPPI, SCHOOLS.

AUTHOR(S) CRIM, ROGER D.

NOTE 16P.

PUB DATE JAN 75

ABSTRACT

INTEREST IN EXTENDING THE SCHOOL YEAR TO MAKE MORE EFFICIENT USE OF SCHOOL FACILITIES HAS BEEN LONG STANDING. THE MOST POPULAR METHOD OF EXTENDING THE SCHOOL YEAR IS THE SUMMER SESSION. ALTHOUGH WIDELY POPULAR WITH ADMINISTRATORS, TEACHERS, PARENTS, AND STUDENTS, THE SUMMER SESSION SUFFERS FROM THE SAME LIMITATION AS OTHER EXTENDED SCHOOL YEAR PLANS--IT COSTS MORE TO OPERATE THAN THE REGULAR YEAR ALONE. THE LEXINGTON, KENTUCKY, COMPREHENSIVE SUMMER SESSION HAS INCREASED SCHOOL COSTS BY ABOUT 17 PERCENT. A SIMILAR PROGRAM IN ROCHESTER, MINNESOTA, USES A FEE-TUITION PLAN TO LOWER THE COSTS TO ABOUT AN 11 PERCENT INCREASE. THE POLK COUNTY, FLORIDA, 35-DAY SESSION THAT CAN ACCOMMODATE 50 PERCENT OF THE STUDENT POPULATION COSTS AN ADDITIONAL 6 PERCENT OVER THE REGULAR SCHOOL YEAR. A VOLUNTARY SUMMER TERM PROGRAM FOR 50 PERCENT OF THE OXFORD DISTRICT STUDENT POPULATION IS ESTIMATED TO COST ABOUT 6.3 PERCENT OF THE REGULAR SCHOOL BUDGET. IF NONPROMOTED STUDENTS ARE REQUIRED TO ATTEND THE SUMMER SESSION AND THE COST OF THESE STUDENTS REPEATING A YEAR IS DEDUCTED FROM THE COST OF THE SUMMER SESSION, THE NET COST OF THE SUMMER SESSION DROPS TO 3.8 PERCENT OF THE REGULAR BUDGET. (AUTHOR/IRT)

DESCRIPTORS

EDUCATIONAL FINANCE
ESTIMATED COSTS
PROGRAM COSTS
YEAR ROUND SCHOOLS
ELEMENTARY SECONDARY EDUCATION
EXTENDED SCHOOL YEAR
SUMMER SCHOOLS

EDRS PRICE EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

IDCA 9.403 SUMMER SCHOOL

REPORT NUMBER ED105635

TITLE EXTENDED SCHOOL YEAR PROGRAMS: THE EFFECTS ON ACHIEVEMENT AND OTHER PHASES OF STUDENT'S LIVES.

AUTHOR(S) CRIM, ROGER D.

NOTE 42P.; NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT.

PUB DATE DEC 74

ABSTRACT

REASONS FOR THE PRESENT EMPHASIS ON ALL-YEAR OPERATION OF SCHOOLS DIFFER FROM THOSE PREVAILING 30-40 YEARS AGO. DURING THE DEPRESSION EMPHASIS WAS ON ECONOMY. RECENTLY, A MORE SENSIBLE REASON FOR AN EXTENDED SCHOOL YEAR IS COMING INTO FOCUS--THE YEAR-ROUND SCHOOL HAS EDUCATIONAL VALUE. IT IS NOT JUST SOMETHING TO BE CONSIDERED IN ORDER TO SAVE MONEY, THOUGH THAT CERTAINLY IS ONE OF THE CRITERIA. THE YEAR-ROUND OPERATION OF THE PUBLIC SCHOOLS IS NECESSARY FOR MEETING THE EDUCATIONAL NEEDS OF AN URBAN SOCIETY. AFTER A LENGTHY REVIEW OF THE RESEARCH ON AND PRACTICE WITH THE EXTENDED SCHOOL YEAR, THE AUTHOR PRESENTS EXTENSIVE FINDINGS IN FAVOR OF THE EXTENDED SCHOOL YEAR. HE ADDRESSES SUCH AREAS OF CONCERN AS ACADEMIC ACHIEVEMENT, REMEDIAL PROGRAMS, GRADUATION RATES, MENTAL HEALTH, STUDENT MATURITY, STUDENT SOCIAL NEEDS, HANDICAPPED CHILDREN, AND COLLEGE ADMISSION. (AUTHOR/IRT)

DESCRIPTORS

ACADEMIC ACHIEVEMENT
CURRICULUM DEVELOPMENT
EDUCATIONAL IMPROVEMENT
EDUCATIONAL OPPORTUNITIES
ELEMENTARY SECONDARY EDUCATION
EXPERIMENTAL PROGRAMS
HIGHER EDUCATION
REMEDIAL PROGRAMS
SCHOOL SCHEDULES
SUMMER SCHOOLS
YOUTH EMPLOYMENT
ACCELERATED PROGRAMS
EDUCATIONAL FACILITIES
EDUCATIONALLY DISADVANTAGED
EDUCATIONAL RESEARCH
EXCEPTIONAL STUDENTS
EXTENDED SCHOOL YEAR
MATURATION
SCHOOL CALENDARS
SUCCESS FACTORS
YEAR ROUND SCHOOLS

EDRS PRICE EDRS PRICE MF-$0.76 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

IDD 9.405 SPECIAL PROGRAMS

REPORT NUMBER ED052648

TITLE AUXILIARY PERSONNEL IN BILINGUAL EDUCATION

AUTHOR(S) PEREZ, CARLOS V.

NOTE 16P.; PAPER PRESENTED AT THE FIFTH ANNUAL TESOL CONVENTION, NEW ORLEANS, LA., MARCH 7, 1971

PUB DATE 7 MAR 71

ABSTRACT

THIS PRESENTATION ASSISTS EDUCATORS, PARENTS, AND COMMUNITY LEADERS IN DETERMINING HOW AUXILIARY PERSONNEL MAY BEST BE UTILIZED IN PUBLIC SCHOOLS. IT IS SUGGESTED THAT THE INTRODUCTION OF AUXILIARY PERSONNEL INTO A SCHOOL SYSTEM MAY PROVIDE MORE INDIVIDUALIZED EDUCATION FOR CHILDREN AND YOUTH, MAKE POSSIBLE A MORE FLEXIBLE STRUCTURE IN THE CLASSROOM, MAKE THE JOB OF TEACHERS MORE MANAGEABLE AND PRODUCTIVE, SERVE TO LINK SCHOOL AND COMMUNITY MORE CLOSELY, AND INDUCE A REASSESSMENT OF ALL EDUCATIONAL ROLES. THE ARTICLE EXPLORES WHAT IS NEEDED TO REALIZE THIS POTENTIAL TO THE FULLEST, GIVING PARTICULAR CONSIDERATION TO PLANNING, SELECTION CRITERIA, POSSIBLE FUNCTIONS OF AUXILIARIES, TRAINING FOR THE AUXILIARIES AND TEACHERS WITH WHOM THEY WORK, CAREER LADDERS, AND CERTIFICATION. HISTORICAL BACKGROUND INFORMATION WAS PREPARED FROM 'GUIDELINES FOR CAREER DEVELOPMENT OF AUXILIARY PERSONNEL' PROVIDED BY THE DIVISION OF TEACHER EDUCATION AND CERTIFICATION OF THE NEW YORK STATE EDUCATION DEPARTMENT. INFORMATION RELATIVE TO THE BILINGUAL TEACHER IN SCHOOL AND COMMUNITY RELATIONS WAS PREPARED WITH SUBSTANTIAL CONTRIBUTIONS FROM THE OFFICE OF BILINGUAL AND SCHOOL COMMUNITY RELATIONS OF THE NEW YORK CITY BOARD OF EDUCATION. (RL)

DESCRIPTORS

ANCILLARY SERVICES
BILINGUAL TEACHER AIDES
CLASS MANAGEMENT
EDUCATIONALLY DISADVANTAGED
EDUCATIONAL OBJECTIVES
PARAPROFESSIONAL SCHOOL PERSONNEL
PUBLIC SCHOOL TEACHERS
SCHOOL ORGANIZATION
SPECIAL CLASSES
BILINGUAL EDUCATION
BILINGUAL TEACHERS
DISADVANTAGED YOUTH
EDUCATIONAL NEEDS
INSTRUCTIONAL PROGRAM DIVISIONS
PUBLIC EDUCATION
SCHOOL ADMINISTRATION
SCHOOL PERSONNEL

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

IDDD 9.406 GIFTED STUDENTS

REPORT NUMBER ED122569

TITLE ASSERTIVE TRAINING FOR PARENTS OF EXCEPTIONAL CHILDREN

AUTHOR(S) MARKEL, GERALDINE; AND OTHERS

NOTE 19P.; PAPER PRESENTED AT THE ANNUAL INTERNATIONAL CONVENTION, THE COUNCIL FOR EXCEPTIONAL CHILDREN (54TH, CHICAGO, ILLINOIS, APRIL 4-9, 1976)

PUB DATE APR 76

ABSTRACT

ASSERTIVE TRAINING IS OFFERED AS AN EFFECTIVE METHOD FOR PARENTS OF EXCEPTIONAL CHILDREN TO ATTAIN THEIR LEGITIMATE RIGHTS REGARDING THEIR CHILDREN'S EDUCATION. A MOTHER OF A RETARDED CHILD RECOUNTS HER EXPERIENCES AND FRUSTRATIONS IN PARTICIPATING IN HER CHILD'S EPPC (EDUCATIONAL PLANNING AND PLACEMENT COMMITTEE). SOME RIGHTS OF PARENTS (SUCH AS THE RIGHT TO ATTEMPT TO PLAN THE BEST PROGRAM FOR THE CHILD) ARE REVIEWED, AND ASSERTIVE TRAINING IS DESCRIBED IN RELATION TO AFFIRMATION AND IMPLEMENTATION OF RIGHTS. ALSO PROVIDED ARE EXAMPLES WHICH ILLUSTRATE THE DIFFERENCES BETWEEN NONASSERTIVE, AGGRESSIVE, AND ASSERTIVE RESPONSES THAT MIGHT BE MADE DURING INTERACTIONS BETWEEN PARENTS AND SCHOOL PERSONNEL. OFFERED ARE BRIEF SECTIONS ON TEACHERS AS MODELS AND RESOURCES FOR PARENTS; POSITIVE AND ASSERTIVE PHYSICAL AND VERBAL BEHAVIORS OF PARENTS AND TEACHERS DURING CONFERENCES; AND POINTERS FOR PARENTS ON WORKING WITH THE SCHOOL TO GET THE BEST EDUCATION FOR THE CHILD. (SB)

DESCRIPTORS

CASE STUDIES
ELEMENTARY SECONDARY EDUCATION
GIFTED
PARENT EDUCATION
TEACHER ROLE
CHILD ADVOCACY
EXCEPTIONAL CHILD EDUCATION
HANDICAPPED CHILDREN
PARENT SCHOOL RELATIONSHIP

IDENTIFIERS

ASSERTIVENESS

EDRS PRICE EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE

REPORT NUMBER	ED119412
TITLE	EDUCATING THE GIFTED AND TALENTED IN NEW YORK STATE. POSITION PAPER NO. 23 OF A SERIES. (A STATEMENT OF POLICY AND PROPOSED ACTION BY THE REGENTS OF THE UNIVERSITY OF THE STATE OF NEW YORK.)
SOURCE	NEW YORK STATE EDUCATION DEPT., ALBANY.
NOTE	17P.
PUB DATE	JAN 76

ABSTRACT

TOPICS COVERED INCLUDE THE DEFINITION OF GIFTEDNESS, SCREENING AND IDENTIFICATION PROCEDURES, GOALS AND OBJECTIVES OF PROGRAMMING FOR THE GIFTED, DIFFERENTIATING THE CURRICULUM, PREPARING THE STAFF, AND ALLOCATING RESOURCES. TEN RECOMMENDATIONS ARE LISTED INCLUDING THE NEED FOR SCHOOL DISTRICTS TO ESTABLISH DISTRICTWIDE COMMITTEES TO DEVELOP PROCEDURES FOR EARLY SCREENING AND IDENTIFICATION OF THE GIFTED AND TALENTED IN NEW YORK STATE. (LS)

DESCRIPTORS

CURRICULUM DESIGN
EARLY CHILDHOOD EDUCATION
EDUCATIONAL OBJECTIVES
ELEMENTARY SECONDARY EDUCATION
FINANCIAL SUPPORT
STATE PROGRAMS
TEACHER EDUCATION
DEFINITIONS
EDUCATIONAL NEEDS
EDUCATIONAL PROGRAMS
EXCEPTIONAL CHILD EDUCATION
GIFTED
TALENT IDENTIFICATION

IDENTIFIERS

NEW YORK

EDRS PRICE EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE

IDDD 9.406 GIFTED STUDENTS

REPORT NUMBER ED117928

TITLE EDUCATING THE GIFTED CHILD: CHALLENGE AND RESPONSE IN THE U.S.A.

AUTHOR(S) KHATENA, JOE

NOTE 22P.; PAPER PRESENTED AT THE WORLD CONFERENCE ON GIFTED AND TALENTED (LONDON, ENGLAND, SEPTEMBER 9, 1975) AND WEST VIRGINIA UNIT ASSOCIATION OF TEACHER EDUCATORS ANNUAL CONFERENCE (CHARLESTON, WEST VIRGINIA, NOVEMBER 14, 1975)

PUB DATE SEP 75

ABSTRACT

CONSIDERED IN THE PAPER ARE PAST AND CURRENT DEVELOPMENTS IN THE EDUCATION OF GIFTED AND TALENTED STUDENTS IN THE UNITED STATES. DISCUSSED ARE THE FOLLOWING ASPECTS: IDENTIFICATION (INCLUDING SPECIFIC EVALUATIONS OF GIFTEDNESS, AND DISTINCTIONS BETWEEN CREATIVITY AND SOLVING TECHNIQUES AND CREATIVE THINKING OPERATIONS); PROBLEMS OF THE HIGHLY GIFTED (INCLUDING CONFRONTATIONS WITH PEERS BROUGHT ON BY NONCONFORMITY AND INDEPENDENCE); SUPPORT FOR SPECIAL EDUCATIONAL OPPORTUNITIES (SUCH AS THE ESTABLISHMENT OF THE OFFICE OF EDUCATION FOR THE GIFTED AND TALENTED AND THE NATIONAL LEADERSHIP TRAINING INSTITUTES); AND IMPLICATIONS AND FUTURE DIRECTIONS (INCLUDING AN INCREASE IN TEACHER TRAINING PROGRAMS FOR THE GIFTED AND TALENTED, AND THE DEVELOPMENT OF TECHNICAL ASSISTANCE CENTERS). (CL)

DESCRIPTORS

CREATIVE ABILITY
EDUCATIONAL METHODS
EDUCATIONAL PROGRAMS
ELEMENTARY SECONDARY EDUCATION
GIFTED
STUDENT EVALUATION
TREND ANALYSIS
CREATIVE THINKING
EDUCATIONAL NEEDS
EDUCATIONAL TRENDS
EXCEPTIONAL CHILD EDUCATION
SPECIAL EDUCATION
TALENT IDENTIFICATION

EDRS PRICE EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE

REPORT NUMBER ED117886

TITLE GIFTED AND TALENTED: DEVELOPING ELEMENTARY AND SECONDARY SCHOOL PROGRAMS.

AUTHOR(S) BOSTON, BRUCE O., ED.

SOURCE COUNCIL FOR EXCEPTIONAL CHILDREN, RESTON, VA. INFORMATION SERVICES AND PUBLICATIONS.

NOTE 49P.

PUB DATE 75

ABSTRACT

EXAMINED IN FIVE PAPERS ARE ISSUES INVOLVED IN DEVELOPING ELEMENTARY AND SECONDARY SCHOOL PROGRAMS FOR THE GIFTED AND TALENTED. EMPHASIZED BY E. DREWS IS THE NEED FOR EDUCATING THE GIFTED AND TALENTED TOWARD MORE HUMANIZING VALUES, AND REVIEWED ARE EXAMPLES OF EXPERIMENTAL CURRICULA AND LEARNING ENVIRONMENTS. A NATIONAL ADMINISTRATOR'S PERSPECTIVES ON SUCH PROBLEMS AS GROUPING PROCEDURES AND COMMUNITY ABDICATION OF RESPONSIBILITY TO THE GIFTED AND TALENTED ARE PRESENTED BY B. MCLAUGHLIN. CITED BY A. BALDWIN ARE TEACHING STRATEGIES FOR GIFTED DISADVANTAGED STUDENTS. CONSIDERED IN B. BOSTON'S PAPER ARE METHODS OF IDENTIFYING GIFTED AND TALENTED PUPILS AND ORGANIZING PROGRAMS. THE ROLES OF CHANGE AGENTS AND FACILITATORS ARE AMONG THE TOPICS COVERED IN AN INTERVIEW WITH J. GALLAGHER. LISTED ARE 21 CURRENT PUBLICATIONS ON THE GIFTED AND TALENTED, AND PROVIDED IS A BIBLIOGRAPHY OF APPROXIMATELY 150 REFERENCES ON SUCH TOPICS AS CREATIVITY, GUIDANCE AND COUNSELING, AND TEACHER TRAINING. (CL)

DESCRIPTORS
ADMINISTRATION
ELEMENTARY SECONDARY EDUCATION
GIFTED
PROGRAM DEVELOPMENT
TALENT IDENTIFICATION
BIBLIOGRAPHIES
EXCEPTIONAL CHILD EDUCATION
GROUPING (INSTRUCTIONAL PURPOSES)
RESEARCH REVIEWS (PUBLICATIONS)
VALUES

AVAILABILITYCOUNCIL FOR EXCEPTIONAL CHILDREN, 1920 ASSOCIATION DRIVE, RESTON, VIRGINIA 22091 ($3.00)

EDRS PRICE EDRS PRICE MF-$0.83 HC-$2.06 PLUS POSTAGE

REPORT NUMBER ED117885

TITLE A RESOURCE MANUAL OF INFORMATION ON EDUCATING THE GIFTED AND TALENTED.

AUTHOR(S) BOSTON, BRUCE O., ED.

SOURCE COUNCIL FOR EXCEPTIONAL CHILDREN, RESTON, VA. INFORMATION SERVICES AND PUBLICATIONS.

NOTE 86P.; FOR RELATED INFORMATION, SEE ED 081 121

PUB DATE 75

ABSTRACT

PROVIDED ARE DIRECTORIES OF FEDERAL, STATE AND NATIONAL RESOURCES, SEVEN PAPERS ON THE STATE OF TEH ART, AND INFORMATION ON SUCH OTHER RESOURCES AS FILMS AND STATE LEVEL PARENT ORGANIZATIONS. THE STATE OF THE ART IS EXAMINED IN THE FOLLOWING PAPERS: 'THE FEDERAL ROLE IN THE EDUCATION OF THE GIFTED AND TALENTED' (STAFF OF THE OFFICE OF GIFTED AND TALENTED, U.S. OFFICE OF EDUCATION); 'EDUCATION OF THE GIFTED AND TALENTED: A BRIEF REPORT ON THE STATE OF THE ART' (D. JACKSON); 'A BACKWARD AND FORWARD GLANCE AT THE GIFTED' (A. TANNENBAUM); 'PROGRAM PLANNING FOR THE GIFTED' (J. RUNYON); 'TEACHERS FOR THE GIFTED' (M. FREEHILL); 'ANALYSES AND IDENTIFICATION OF GIFTEDNESS IN MEXICAN AMERICAN CHILDREN: A PILOT STUDY' (E. BERNAL); AND 'THE NATIONAL/STATE LEADERSHIP TRAINING INSTITUTE ON THE GIFTED AND TALENTED: A SKETCH OF FUTURE, PRESENT, AND PAST' (I. SATO ET AL). AMONG OTHER RESOURCES DESCRIBED ARE APPROXIMATELY 70 FILMS ON SUCH ASPECTS AS TEACHER AWARENESS AND CREATIVITY. (CL)

DESCRIPTORS

DIRECTORIES
ELEMENTARY SECONDARY EDUCATION
EXCEPTIONAL CHILD RESEARCH
INFORMATION DISSEMINATION
PROGRAM PLANNING
RESOURCE GUIDES
EDUCATIONAL TRENDS
EXCEPTIONAL CHILD EDUCATION
GIFTED
ORGANIZATIONS (GROUPS)
PUBLICATIONS
TALENT IDENTIFICATION

AVAILABILITY COUNCIL FOR EXCEPTIONAL CHILDREN, 1920 ASSOCIATION DRIVE, RESTON, VIRGINIA 22091 ($3.95)

EDRS PRICE EDRS PRICE MF-$0.83 HC-$4.67 PLUS POSTAGE

REPORT NUMBER ED115057

TITLE QUESTIONS AND ANSWERS: THE EDUCATION OF EXCEPTIONAL CHILDREN. REPORT NUMBER 73.

AUTHOR(S) HENSLEY, GENE; AND OTHERS

SOURCE EDUCATION COMMISSION OF THE STATES, DENVER, COLO.

NOTE 62P.

PUB DATE SEP 75

ABSTRACT

WRITTEN IN QUESTION AND ANSWER FORM, THE BOOKLET PROVIDES BRIEF RESPONSES TO OFTEN ASKED QUESTIONS BY LEGISLATORS AND EDUCATORS CONCERNING THE EDUCATION OF EXCEPTIONAL CHILDREN. AMONG THE TOPICS COVERED ARE STATE AND FEDERAL LEGISLATION; PLANNING AND ACCOUNTABILITY; FINANCE; ADMINISTRATION, CLASSIFICATION, AND PLACEMENT; PERSONNEL UTILIZATION; PROFESSIONAL AND ADVOCACY ORGANIZATIONS; AND SUCH MAJOR TRENDS AND ISSUES AS MAINSTREAMING AND CAREER EDUCATION. (LH)

DESCRIPTORS

ADMINISTRATION
EDUCATIONAL ACCOUNTABILITY
ELEMENTARY SECONDARY EDUCATION
FEDERAL LEGISLATION
GIFTED
ORGANIZATIONS (GROUPS)
STATE LEGISLATION
TREND ANALYSIS
EARLY CHILDHOOD EDUCATION
EDUCATIONAL PLANNING
EXCEPTIONAL CHILD EDUCATION
FINANCIAL SUPPORT
HANDICAPPED CHILDREN
PERSONNEL
STUDENT PLACEMENT

EDRS PRICE EDRS PRICE MF-$0.76 HC-$3.32 PLUS POSTAGE

IDDD 9.406 GIFTED STUDENTS

REPORT NUMBER ED122562

TITLE THE DEVELOPMENT, MAINTENANCE AND IMPROVEMENT OF A GIFTED CENTER FOR ELEMENTARY STUDENTS IN AN URBAN AREA.

AUTHOR(S) POLLACK, ERWIN W.

NOTE 11P.; PAPER PRESENTED AT THE ANNUAL INTERNATIONAL CONVENTION, THE COUNCIL FOR EXCEPTIONAL CHILDREN (54TH, CHICAGO, ILLINOIS, APRIL 4-9, 1976)

PUB DATE APR 76

ABSTRACT

DESCRIBED ARE THE DEVELOPMENT, ADMINISTRATIVE PROBLEMS, AND IMPROVEMENTS IN A SPECIAL HALF DAY PROGRAM FOR GIFTED STUDENTS FROM 19 SCHOOLS IN CHICAGO. NOTED IS THE USE OF CONSULTANTS AS TEACHING STAFF, PROBLEMS SUCH AS LACK OF FUNDS FOR TRANSPORTING PUPILS AND FUNDING CUTBACKS, AND CHANGES IN STUDENT SELECTION PROCEDURES. (DB)

DESCRIPTORS
ADMINISTRATIVE PROBLEMS
EXCEPTIONAL CHILD EDUCATION
PROGRAM DESCRIPTIONS
URBAN EDUCATION
ELEMENTARY SECONDARY EDUCATION
GIFTED
SPECIAL CLASSES

IDENTIFIERS
ILLINOIS (CHICAGO)

EDRS PRICE EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE

IDDD 9.406 GIFTED STUDENTS

REPORT NUMBER ED119426

TITLE A GUIDEBOOK FOR EVALUATING PROGRAMS FOR THE GIFTED AND TALENTED. WORKING DRAFT.

AUTHOR(S) RENZULLI, JOSEPH S.

SOURCE VENTURA COUNTY SUPERINTENDENT OF SCHOOLS, CALIF.

NOTE 209P.; A FEW PAGES MAY NOT REPRODUCE WELL IN HARD COPY DUE TO SMALL PRINT

PUB DATE 75

ABSTRACT

INTENDED FOR PERSONS CONCERNED WITH EVALUATION OF PROGRAMS FOR GIFTED CHILDREN, THE GUIDEBOOK (IN WORKING DRAFT FORM) PROVIDES INFORMATION ON PURPOSES OF PROGRAM EVALUATION, EVALUATION MODELS AND CONCEPTS, DESIGNING AN EVALUATION PROGRAM, AND SELECTING AN EVALUATOR. POINTED OUT ARE THE AUTHOR'S BIASES AGAINST SUCH PRACTICES AS THE OVERUSE OF THE PRETEST/POSTTEST APPROACH TO EVALUATION. IN THE FIRST CHAPTER THE NEED AND PURPOSE OF PROGRAM EVALUATION IS DISCUSSED, AND SPECIAL PROBLEMS IN EVALUATING PROGRAMS FOR THE GIFTED AND TALENTED ARE IDENTIFIED. EXAMINED IN THE SECOND CHAPTER ARE FIVE BASIC EVALUATION MODELS AND FIVE CONCEPTS (SUCH AS FORMATIVE VS. SUMMATIVE) OR PROGRAM EVALUATION. DETAILED IN THE THIRD CHAPTER ARE EXAMINATION OF THE DECISION MAKING PROCESS AND FOUR STEPS IN DEVELOPING AN EVALUATION DESIGN (FROM FRONT END ANALYSIS TO THE PREPARATION OF EVALUATION REPORTS). THE FINAL CHAPTER FOCUSES ON SELECTING AN EVALUATOR AND NEGOTIATING AN EVALUATION CONTRACT. HIGHLIGHTED THROUGHOUT THE BOOK ARE BASIC REFERENCES TO THE TOPICS UNDER DISCUSSION. ADDITIONALLY, BIBLIOGRAPHIES ARE PROVIDED ON THE FOLLOWING: EVALUATION--ISSUES, MODELS, AND METHODS; INSTRUMENT SOURCE BOOKS; INSTRUMENT CONSTRUCTION; AND MEASUREMENT, STATISTICS, AND RESEARCH DESIGN. APPENDED ARE SAMPLE INSTRUMENTS FOR ASSESSING ATTITUDES, STUDENT PERFORMANCE, AND INSERVICE TRAINING; AND A SAMPLE EVALUATION CONTRACT. (DB)

DESCRIPTORS

BIBLIOGRAPHIES
DECISION MAKING
EXCEPTIONAL CHILD EDUCATION
GUIDELINES
PROGRAM EVALUATION
CONCEPTUAL SCHEMES
ELEMENTARY SECONDARY EDUCATION
GIFTED
MODELS
STUDENT EVALUATION

AVAILABILITY VENTURA COUNTY SUPERINTENDENT OF SCHOOLS, COUNTY OFFICE BUILDING, VENTURA CALIFORNIA 93001, ATTN: MARY JANE CHAPMAN

EDRS PRICE EDRS PRICE MF-$0.83 HC-$11.37 PLUS POSTAGE

IDDE 9.407 DRIVER EDUCATION

REPORT NUMBER ED117209

TITLE PROGRAM PROFILES: FEDERALLY FUNDED PROGRAMS ADMINISTERED BY THE OHIO DEPARTMENT OF EDUCATION. FISCAL YEARS 1975-1976.

AUTHOR(S) HORN, R. A., COMP.

SOURCE OHIO STATE DEPT. OF EDUCATION, COLUMBUS.

NOTE 39P.

PUB DATE 75

ABSTRACT

THIS HANDBOOK CONTAINS AN OVERVIEW OF PROGRAMS ALONG WITH A FIVE-YEAR FISCAL SUMMARY OF FEDERAL SUPPORT FOR FEDERALLY FUNDED EDUCATIONAL PROGRAMS ADMINISTERED BY THE OHIO DEPARTMENT OF EDUCATION. PROGRAMS INCLUDE ADULT BASIC EDUCATION, THE COMPREHENSIVE EMPLOYMENT AND TRAINING ACT, ELEMENTARY AND SECONDARY EDUCATION ACT, FEDERAL SURPLUS PROPERTY, FEDERALLY AFFECTED AREAS, MAJOR DISASTER AREA ASSISTANCE, NATIONAL DEFENSE EDUCATION ACT, SCHOOL FOOD SERVICES, SPECIAL EDUCATION, VETERANS' EDUCATIONAL ASSISTANCE, AND VOCATIONAL EDUCATION. EACH PROGRAM IS DESCRIBED IN TERMS OF AUTHORITY, PURPOSES, PARTICIPATING OHIO AGENCIES, APPLICATION PROCEDURES, STATE-LEVEL RESPONSIBILITIES, LOCAL-LEVEL RESPONSIBILITIES, MATCHING REQUIREMENTS, FEDERAL SUPPORT FOR FISCAL 1975, GRANT AWARD FOR FISCAL 1976, NOTES, LEGISLATIVE CHANGES, CONTACT NAMES, AND LOCAL IMPLICATIONS. (AM)

DESCRIPTORS

ADULT EDUCATION
DRIVER EDUCATION
ELEMENTARY SECONDARY EDUCATION
FEDERAL PROGRAMS
PROGRAM DESCRIPTIONS
SPECIAL EDUCATION
STATE PROGRAMS
COMPREHENSIVE PROGRAMS
EDUCATIONAL PROGRAMS
FEDERAL LEGISLATION
INSTRUCTIONAL PROGRAMS
PROGRAM GUIDES
STATE FEDERAL AID
VOCATIONAL EDUCATION

IDENTIFIERS

OHIO

EDRS PRICE EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE

IDDF 9.408 SPECIAL EDUCATION, ALSO CBC 3.203 AND IDDFA 9.409

REPORT NUMBER ED064416

TITLE ADMINISTRATION OF ELEMENTARY SCHOOL PROGRAMS FOR DISADVANTAGED CHILDREN. DISADVANTAGED CHILDREN SERIES, NUMBER 4.

AUTHOR(S) MACKINTOSH, HELEN K.; AND OTHERS

SOURCE OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

NOTE 48P.

PUB DATE 66

ABSTRACT

THIS BROCHURE IS DESIGNED FOR ELEMENTARY SCHOOL ADMINISTRATORS, AND REPORTS SOME OF THE ADMINISTRATIVE PROBLEMS AND RESPONSIBILITIES INVOLVED IN THE OPERATION OF PROGRAMS FOCUSED ON THE DISADVANTAGED, BRIEFLY POINTS UP THE NATURE AND EXTENT OF THE ELEMENTARY SCHOOL PROBLEM, AND SUMMARIZES THE EFFORTS OF SCHOOL SYSTMES TO COPE WITH IT. THE BROCHURE LISTS THE SCOPE OF PROVISIONS IN 16 (BALTIMORE, BOSTON, CHICAGO, CINCINNATI, CLEVELAND, DETROIT, DENVER, LOS ANGELES, NEW HAVEN, NEW YORK, OAKLAND, PHILADELPHIA, PITTSBURGH, SAN DIEGO, SAN FRANCISCO, AND WASHINGTON, D.C.) OUT OF THE 23 CITIES VISITED BY THE STAFF OF THE ELEMENTARY SCHOOL SECTION OF THE OFFICE OF EDUCATION IN THE SPRING OF 1964 AND 1965. A SELECT BIBLIOGRAPHY ON THE EDUCATION OF THE DISADVANTAGED CHILD IS ALSO INCLUDED. (RJ)

DESCRIPTORS

ADMINISTRATIVE PROBLEMS
ADMINISTRATOR RESPONSIBILITY
CURRICULUM
ELEMENTARY SCHOOLS
PARENT SCHOOL RELATIONSHIP
PROGRAM DEVELOPMENT
SCHOOL ADMINISTRATION
SCHOOL ORGANIZATION
TEACHER IMPORVEMENT
ADMINISTRATOR GUIDES
ADMINISTRATOR ROLE
EDUCATIONALLY DISADVANTAGED
MEASUREMENT GOALS
PROGRAM ADMINISTRATION
PROGRAM EVALUATION
SCHOOL COMMUNITY RELATIONSHIP
TEACHER ADMINISTRATOR RELATIONSHIP
TEACHING LOAD

AVAILABILITY SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 ($0.20)

EDRS PRICE EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

IDDF 9.408 SPECIAL EDUCATION

REPORT NUMBER ED116277

TITLE A STUDY OF SPECIAL EDUCATION DIRECTORS IN MINNESOTA.

AUTHOR(S) WEATHERMAN, RICHARD; HARPAZ, ITZHAK

SOURCE MINNESOTA UNIV., MINNEAPOLIS. DEPT. OF EDUCATIONAL ADMINISTRATION.

NOTE 18P.

PUB DATE SEP 75

ABSTRACT

THIS STUDY UNDERTOOK A SYSTEMATIC ANALYSIS OF THE POSITION OF SPECIAL EDUCATION DIRECTOR IN MINNESOTA. POSITION ANALYSIS ALLOWS FOR A DETAILED CROSS-SECTION ANALYSIS OF A POSITION IN TERMS OF AUTHORITY AND RESPONSIBILITY WITHIN AN ORGANIZATION. THE CURRENT STUDY WAS CONDUCTED TO DETERMINE THE SPECIAL EDUCATION DIRECTOR'S CURRENT OPERATIONS TASKS, HIS NECESSARY BEHAVIORS, SKILL, KNOWLEDGE, AND ATTITUDES. THE TASK ANALYSIS REVEALED THE MAIN AREAS OF THE POSITION FELL UNDER THE FOLLOWING HEADINGS: PROCEDURES AND POLICY MAKING; PROGRAM PLANNING, RESEARCH, AND EVALUATION; ORGANIZATION AND PUPIL SERVICES; PERSONNEL ADMINISTRATION; SCHOOL OPERATIONS; OFFICE WORK; RELATIONS WITH THE COMMUNITY; AND BUDGETING/ACCOUNTING. THE ANALYSIS INDICATES THAT THE POSITION SHOULD INCLUDE A MASTER'S DEGREE IN EDUCATIONAL ADMINISTRATION AND/OR SPECIAL EDUCATION, EXPERIENCE IN PUBLIC SCHOOL ADMINISTRATION, MINNESOTA STATE DEPARTMENT OF EDUCATION. ALSO SUGGESTED IS A BASIC UNDERSTANDING OF THE SPECIAL EDUCATION SYSTEM; CHILD DEVELOPMENT; LAWS, REGULATIONS, AND GUIDELINES PERTAINING TO SPECIAL EDUCATION; LOCAL SCHOOL ORGANIZATION; AND COMMUNITY RESOURCES. (AUTHOR/IRT)

DESCRIPTORS

ADMINISTRATION
ADMINISTRATOR EDUCATION
ADMINISTRATOR RESPONSIBILITY
ELEMENTARY SECONDARY EDUCATION
MANAGERIAL OCCUPATIONS
REGULAR CLASS PLACEMENT
SPECIAL PROGRAMS
ADMINISTRATIVE PERSONNEL
ADMINISTRATOR QUALIFICATIONS
EDUCATIONAL ADMINISTRATION
JOB ANALYSIS
OCCUPATIONAL INFORMATION
SPECIAL EDUCATION
TASK ANALYSIS

IDENTIFIERS

MINNESOTA

EDRS PRICE EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

IDDFA 9.409 INSTRUCTION FOR THE HANDICAPPED, ALSO, IDDF 9.408, AND CBC 3.203

REPORT NUMBER ED064416

TITLE ADMINISTRATION OF ELEMENTARY SCHOOL PROGRAMS FOR DISADVANTAGED CHILDREN. DISADVANTAGED CHILDREN SERIES, NUMBER 4.

AUTHOR(S) MACKINTOSH, HELEN K.; AND OTHERS

SOURCE OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

NOTE 48P.

PUB DATE 66

ABSTRACT

THIS BROCHURE IS DESIGNED FOR ELEMENTARY SCHOOL ADMINISTRATORS, AND REPORTS SOME OF THE ADMINISTRATIVE PROBLEMS AND RESPONSIBILITIES INVOLVED IN THE OPERATION OF PROGRAMS FOCUSED ON THE DISADVANTAGED, BRIEFLY POINTS UP THE NATURE AND EXTENT OF THE ELEMENTARY SCHOOL PROBLEM, AND SUMMARIZES THE EFFORTS OF SCHOOL SYSTEMS TO COPE WITH IT. THE BROCHURE LISTS THE SCOPE OF PROVISIONS IN 16 (BALTIMORE, BOSTON, CHICAGO, CINCINNATI, CLEVELAND, DETROIT, DENVER, LOS ANGELES, NEW HAVEN, NEW YORK, OAKLAND, PHILADELPHIA, PITTSBURGH, SAN DIEGO, SAN FRANCISCO, AND WASHINGTON, D.C.) OUT OF THE 23 CITIES VISITED BY THE STAFF OF THE ELEMENTARY SCHOOL SECTION OF THE OFFICE OF EDUCATION IN THE SPRING OF 1964 AND 1965. A SELECT BIBLIOGRAPHY ON THE EDUCATION OF THE DISADVANTAGED CHILD IS ALSO INCLUDED. (RJ)

DESCRIPTORS

ADMINISTRATIVE PROBLEMS
ADMINISTRATOR RESPONSIBILITY
CURRICULUM
ELEMENTARY SCHOOLS
PARENT SCHOOL RELATIONSHIP
PROGRAM DEVELOPMENT
SCHOOL ADMINISTRATION
SCHOOL ORGANIZATION
TEACHER IMPROVEMENT
ADMINISTRATOR GUIDES
ADMINISTRATOR ROLE
EDUCATIONALLY DISADVANTAGED
MEASUREMENT GOALS
PROGRAM ADMINISTRATION
PROGRAM EVALUATION
SCHOOL COMMUNITY RELATIONSHIP
TEACHER ADMINISTRATOR RELATIONSHIP
TEACHING LOAD

AVAILABILITY SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 ($0.20)

EDRS PRICE EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

REPORT NUMBER ED090176

TITLE SPORT, SOCIALIZATION AND THE SCHOOL: TOWARD MATURITY OR ENCULTURATION?

AUTHOR(S) SCHAFER, WALTER E.

SOURCE OREGON SCHOOL STUDY COUNCIL, EUGENE.

NOTE 21P.

PUB DATE JAN 74

ABSTRACT

THIS PAPER IS INTENDED TO CONTRIBUTE TO THE REEXAMINATION OF THE PROPER ROLE OF SPORT AND ITS ACTUAL RELATIONSHIP TO THE EDUCATIONAL ENTERPRISE OF WHICH IT IS A PART. TWO POLAR VIEWS OF THE PROPER PURPOSE OF SCHOOLING ARE DISCUSSED FIRST: EDUCATION FOR MATURITY AND EDUCATION FOR ENCULTURATION. THE OPINION IS THEN SET FORTH THAT AMERICAN PUBLIC SCHOOLS APPROACH MORE CLOSELY THE ENCULTURATION RATHER THAN THE MATURITY IDEAL. INTERSCHOLASTIC SPORTS ARE HELD TO BE AN IMPORTANT MECHANISM FOR FOSTERING ENCULTURATION; THEY CONTRIBUTE ONLY IN A LIMITED WAY TO THE MATURITY OF THE PARTICIPANT OR SPECTATOR. SEVERAL IMPLICATIONS OF THIS ANALYSIS FOR EDUCATIONAL POLICY TOWARD SPORT ARE DRAWN. IT IS FELT THAT SOCIOLOGISTS OF SPORT CAN AND SHOULD ACTIVELY CONTRIBUTE TO A MORE HUMANE SYSTEM OF SCHOOL ATHLETICS BY ADDRESSING THEMSELVES TO POLICY-RELATED QUESTIONS AND BY HELPING TO PLAN, IMPLEMENT, AND EVALUATE NEW MODELS OF SPORT AND PHYSICAL EDUCATION. (AUTHOR/DDO)

DESCRIPTORS

ATHLETICS

EDUCATIONAL SOCIOLOGY

MATURATION

SOCIALIZATION

CULTURAL ENRICHMENT

EXTRAMURAL ATHLETIC PROGRAMS

PHYSICAL EDUCATION

CITATION OSSC BULLETIN; V17 N5 JAN 1974

AVAILABILITY OREGON SCHOOL STUDY COUNCIL, 124 COLLEGE OF EDUCATION,
UNIVERSITY OF OREGON, EUGENE, OREGON 97403 ($2.00)

EDRS PRICE EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

IDFA 9.411 INTERSCHOLASTIC ATHLETICS

REPORT NUMBER ED047408

TITLE CROWD CONTROL FOR HIGH SCHOOL ATHLETICS.

SOURCE NATIONAL COUNCIL OF SECONDARY SCHOOL ATHLETIC DIRECTORS, WASHINGTON, D.C.

NOTE 40P.

PUB DATE 70

ABSTRACT

THIS REPORT CONTAINS PAPERS BY SCHOOL ATHLETIC DIRECTORS THAT DEAL WITH (1) CAUSES OF CROWD MISCONDUCT, (2) RESPONSIBILITIES OF STATE AND NATIONAL ASSOCIATIONS FOR CROWD CONTROL, (3) ROLES OF COMMUNITY AND SCHOOL OFFICIALS IN CROWD CONTROL, AND (4) LEGAL STATUS OF SPECTATORS AT HIGH SCHOOL ATHLETIC EVENTS. (JF)

DESCRIPTORS

ATHLETIC FIELDS
EXTRAMURAL ATHLETIC PROGRAMS
MISBEHAVIOR
SCHOOL LAW
DEMONSTRATIONS (CIVIL)
INTRAMURAL ATHLETIC PROGRAMS
SCHOOL COMMUNITY COOPERATION
SCHOOL POLICY

AVAILABILITY AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION PUBLICATIONS-SALES, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036 ($2.00)

EDRS PRICE EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

IDG 9.412 ADULT AND COMMUNITY EDUCATION

REPORT NUMBER ED040314

TITLE PUBLIC SCHOOL ADULT EDUCATION IN MASSACHUSETTS. FINAL REPORT.

AUTHOR(S) MARTIN, ANITA L.

SOURCE ADULT EDUCATION ASSOCIATION IN MASSACHUSETTS,INC., BOSTON.

NOTE 151P.

PUB DATE FEB 70

ABSTRACT

THIS SURVEY CONCENTRATED ON EVALUATING THE PRESENT STRUCTURE OF PUBLIC SCHOOL ADULT EDUCATION (PSAE) IN MASSACHUSETTS, ADULT ACCESS TO EDUCATION THROUGHOUT THE STATE, CHARACTERISTICS OF LOCAL PROGRAMS, AND POSSIBLE FUTURE DIRECTIONS. ANALYSES WERE MADE OF THE HISTORY, OBJECTIVES, AND POLICIES OF 100 LOCAL PROGRAMS, FOLLOWED BY STUDENT BODY, CURRICULUM, ADMINISTRATIVE AND OTHER PERSONNEL, RECRUITMENT, PUBLICITY, OTHER ADULT EDUCATION SPONSORS, FINANCIAL SUPPORT AND BUDGETING, PROBLEMS, AND EVALUATION AND PLANNING. MAJOR FINDINGS INCLUDED ENROLLMENT OF BARELY 1% OF ALL UNDEREDUCATED ADULTS, LIMITED AND NONSEQUENTIAL CURRICULUMS, LEADERSHIP NEEDS, AND EDUCATIONAL INVOLVEMENT OF UNDER 1/7 OF THE TOTAL ADULT POPULATION. ADULT EDUCATION NEEDS WERE NOT BEING MET AT ANY LEVEL, AND ACCESS TENDED TO BE LIMITED TO THOSE WITH MORE MONEY, TIME, TRANSPORTATION, AND EDUCATION. IT WAS SUGGESTED THAT, FOR $1,200,000 A YEAR, A COMPREHENSIVE WYSTEM COULD BE DEVELOPED TO COORDINATE EXISTING STATE PROGRAMS, RESTORE AND EXPAND UNIVERSITY EXTENSION (CUT OUT IN 1965), DEVELOP RESOURCE CENTERS AND TEACHER/ADMINISTRATOR TRAINING PROGRAMS, AND AID CURRICULUM DEVELOPMENT AND RESEARCH. (INCLUDED ARE 52 TABLES AND CHARTS, 114 REFERENCES, DEFINITIONS USED IN THE STUDY, AND THE QUESTIONNAIRE.) (AUTHOR/LY)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
EDUCATIONAL OPPORTUNITIES
FACILITIES
NEEDS
PROGRAM EVALUATION
PUBLIC SCHOOL ADULT EDUCATION
RECRUITMENT
TEACHERS
CURRICULUM
ENROLLMENT
FINANCIAL POLICY
PARTICIPANT CHARACTERISTICS
PUBLICIZE
QUESTIONNAIRES
STATISTICAL DATA
UNITS OF STUDY (SUBJECT FIELDS)

IDENTIFIERS

MASSACHUSETTS

EDRS PRICE EDRS PRICE MF-$0.75 HC-$7.80 PLUS POSTAGE

REPORT NUMBER ED035777

TITLE ADULT BASIC EDUCATION; CURRENT INFORMATION SOURCES, 27.

SOURCE SYRACUSE UNIV., N.Y. ERIC CLEARINGHOUSE ON ADULT EDUCATION.

NOTE 89P.

PUB DATE MAR 70

ABSTRACT

DEVOTED LARGELY TO DOCUMENTS SINCE 1965, THIS ANNOTATED BIBLIOGRAPHY ON ADULT BASIC EDUCATION CONTAINS 261 ENTRIES, MOST OF THESE ARE CONCERNED WITH SURVEYS, PLANNING, AND PROGRAM DESCRIPTIONS AT THE NATIONAL, STATE, AND LOCAL LEVELS (67 ENTRIES); CURRICULUM MATERIALS, LESSON PLANS, AND RELATED MATTERS (41 ENTRIES); CLIENTELE GROUPS (INCLUDING MILITARY PERSONNEL, MIGRANT LABORERS, AMERICAN INDIANS, SPANISH AMERICANS, AND PRISONERS); TEACHER MANUALS AND GUIDES FOR NEW CAREERS TRAINING, READING INSTRUCTION, AND OTHER TYPES OF PROGRAMS; TEACHERS AND ADMINISTRATORS; TEACHER TRAINING; AND THE BROAD CATEGORY OF RECRUITMENT, TESTING, COUNSELING, AND STUDENT CHARACTERISTICS. HISTORICAL REVIEWS, INFORMATION SOURCES AND RESEARCH REVIEWS, EDUCATIONAL TELEVISION, COMPUTER ASSISTED INSTRUCTION, AND PROGRAMMED INSTRUCTION ARE ALSO REPRESENTED. THE DOCUMENT PROVIDES NOTES ON DOCUMENT AVAILABILITY, A LIST OF PUBLICATIONS BY THE ERIC CLEARINGHOUSE ON ADULT EDUCATION, AND AN ORDER BLANK. (LY)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
ANNOTATED BIBLIOGRAPHIES
COUNSELING
ETHNIC GROUPS
INSTRUCTIONAL MATERIALS
MILITARY PERSONNEL
PROGRAMED INSTRUCTION
RECRUITMENT
STUDENT CHARACTERISTICS
TEACHER EDUCATION
TESTING
ADULT BASIC EDUCATION
COMPUTER ASSISTED INSTRUCTION
EDUCATIONAL TELEVISION
HISTORICAL REVIEWS
MIGRANTS
PRISONERS
PROGRAM PLANNING
RESEARCH
TEACHER CHARACTERISTICS
TEACHING GUIDES

EDRS PRICE EDRS PRICE MF-$0.75 HC-$4.20 PLUS POSTAGE

IDG 9.412 ADULT AND COMMUNITY EDUCATION

REPORT NUMBER ED032512

TITLE SURVEY OF ADULT BASIC EDUCATION IN NEW HAMPSHIRE.

SOURCE NATIONAL ASSOCIATION FOR PUBLIC SCHOOL ADULT EDUCATION, WASHINGTON, D.C.

NOTE 86P.

PUB DATE 69

ABSTRACT

THIS 1968-69 SURVEY OF ADULT BASIC EDUCATION (ABE) IN NEW HAMPSHIRE SOUGHT TO COLLECT BASIC DATA, TO PROVIDE AN INNOVATIVE SURVEY APPROACH, AND TO DEVELOP AN EFFECTIVE MEANS OF PROGRAM EXPANSION FOR OVER 56,000 FOREIGN BORN AND OTHER ADULTS WITH LESS THAN AN EIGHTH GRADE EDUCATIONAL LEVEL. INTERVIEWS WERE HELD, AND 21 ABE CLASSES VISITED IN NINE COMMUNITIES; 18 ABE PERSONNEL FURNISHED SELF-EVALUATIONS DURING COURSE IN MANCHESTER; AND BRIEFINGS WERE HELD FOR ABE TEACHERS AND DIRECTORS. ABE DIRECTORS, TEACHERS, COUNSELORS, AND STUDENTS WERE SURVEYED BY QUESTIONNAIRE, AND RESPONSES FROM 57 COMMUNITY LEADERS WERE ALSO TABULATED. SUCH PROGRAM ASPECTS AS PATTERMS OF COOPERATION, PROGRAM OBJECTIVES, EFFECTIVENESS OF CLASSROOM TECHNIQUES, TEACHER CHARACTERISTICS, STUDENT BACKGROUND AND ASPIRATIONS, SELECTION OF TEXTBOOKS, SCHEDULING, AND TESTING WERE INVESTIGATED. IT WAS CONCLUDED THAT THE OVERALL PROGRAM IS BEGINNING TO MEET THE NEEDS OF ITS CLIENTELE. NEEDS IN LEADERSHIP TRAINING, CURRICULUM, METHODS, PUBLICITY, AND COOPERATIVE PLANNING WERE SUGGESTED, TOGETHER WITH STEPS FOR BACK HOME IMPLEMENTATION. (THE DOCUMENT INCLUDES 46 TABLES.) (LY)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
CLASSROOM TECHNIQUES
COUNSELORS
PUBLIC SCHOOL ADULT EDUCATION
SCHEDULING
STATISTICAL DATA
SURVEYS
TEACHER ROLE
TEXTBOOKS
ADULT BASIC EDUCATION
COOPERATIVE PLANNING
PROGRAM EVALUATION
RECRUITMENT
STATE PROGRAMS
STUDENT CHARACTERISTICS
TEACHER CHARACTERISTICS
TESTING

IDENTIFIERS

NEW HAMPSHIRE

EDRS PRICE EDRS PRICE MF-$0.75 HC-$4.20 PLUS POSTAGE

REPORT NUMBER ED023032

TITLE ADULT EDUCATION ASSOICATION OF THE U.S.A.: ADULT BASIC EDUCATION STUDY 1965-66.

AUTHOR(S) FIROZA, AHMED, ED.

SOURCE ADULT EDUCATION ASSOCIATION OF U.S.A., WASHINGTON, D.C.

NOTE 412P.

PUB DATE 66

ABSTRACT

THE ADULT BASIC EDUCATION (ABE) PROGRAMS CURRENTLY CONDUCTED BY NON-GOVERNMENTAL ORGANIZATIONS IN THE UNITED STATES, ARE REVIEWED IN THIS DOCUMENT. ATTENTION IS FOCUSED ON THE SIGNIFICANCE OF VOLUNTARY EFFORTS IN ADULT BASIC EDUCATION PROGRAMS; AND STRENGTHS AND WEAKNESSES, GAPS BETWEEN NEEDS AND RESOURCES, AND LIMITING FACTORS ARE IDENTIFIED. PROGRAMS IN ALL BUT TEN STATES ARE EXAMINED FROM ALL OR SOME OF THE FOLLOWING VIEWPOINTS: YEAR ESTABLISHED, FORM OF MANAGEMENT, GEOGRAPHICAL AREAS SERVED, AFFILIATION, PROGRAM STAFF, DESIRABLE PREPARATION FOR TEACHING ABE, VOLUNTEERS AS TEACHERS, LOCATION OF BUILDINGS, FACILITIES AND EQUIPMENT, LIMITING FACTORS IN ABE, GOVERNMENT FUNDS, STAFF PARTICIPATION, AND STUDENT CHARACTERISTICS. THIS IS THE FIRST ATTEMPT TO MAKE A SYSTEMATIC ASSESSMENT OF ABE IN THE UNITED STATES. (NL)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
DIRECTORIES
GOVERNMENT ROLE
INSTRUCTIONAL MATERIALS
PHYSICAL FACILITIES
STATISTICAL DATA
TEACHER EDUCATION
VOLUNTARY AGENCIES
ADULT BASIC EDUCATION
EQUIPMENT STANDARDS
HUMAN RESOURCES
INSTRUCTIONAL STAFF
RECRUITMENT
STUDENT CHARACTERISTICS
TEACHER ROLE
VOLUNTEERS

EDRS PRICE EDRS PRICE MF-$0.75 HC-$19.80 PLUS POSTAGE

IDG 9.412 ADULT AND COMMUNITY EDUCATION

REPORT NUMBER ED122074

TITLE THE ROLES AND RESPONSIBILITIES OF ADULT EDUCATION WITHIN PARENT/EARLY CHILDHOOD EDUCATION. POSITION PAPER.

SOURCE NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION, WASHINGTON, D.C.

NOTE 33P.

PUB DATE OCT 75

ABSTRACT

THE POSITION PAPER EXAMINES THE ROLES AND RESPONSIBILITIES WHICH ADULT EDUCATORS MIGHT ASSUME IN PARENT AND EARLY CHILDHOOD EDUCATION. WRITTEN IN RESPONSE TO THE WIDELY-HELD VIEW THAT THE AMERICAN FAMILY TODAY IS BESET BY SERIOUS PROBLEMS, THE PAPER ATTEMPTS TO EXPLORE, SENSITIZE, AND INFORM THE ADULT EDUCATION PROFESSION OF THE POSSIBILITIES AVAILABLE TO ASSIST PARENTS IN THEIR CRITICAL ROLE OF CHILD RAISING. IT IS FELT THAT ADULT EDUCATION CAN PROVIDE DELIVERY SYSTEMS, COORDINATE ACTIVITIES, AND IDENTIFY EXISTING RESOURCES AND PROCESSES FOR FINDING SOLUTIONS. THE NEIGHBORHOOD-BASED FAMILY RESOURCE DELIVERY SYSTEM IS RECOMMENDED BY THE COUNCIL AS THE OPTIMAL MEANS FOR MEETING THE NEEDS OF THE FAMILY UNIT. IT IS CONCEIVED AS A LOCALLY BASED, PROBLEM IDENTIFICATION AND SOLVING MECHANISM, USING LOCAL RESOURCES AND INVOLVING THE FAMILY ITSELF IN THE PROBLEM-SOLVING PROCESS. (NJ)

DESCRIPTORS
ADULT EDUCATION
ADVISORY COMMITTEES
COMMUNITY RESOURCES
EARLY CHILDHOOD EDUCATION
EDUCATIONAL POLICY
FAMILY LIFE
NATIONAL ORGANIZATIONS
PARENT EDUCATION
ADULT EDUCATORS
COMMUNITY PROGRAMS
DELIVERY SYSTEMS
EDUCATIONAL NEEDS
EDUCATIONAL RESPONSIBILITY
FAMILY LIFE EDUCATION
NEIGHBORHOOD CENTERS

EDRS PRICE EDRS PRICE MF-$0.83 HC-$2.06 PLUS POSTAGE

IDG 9.412 ADULT AND COMMUNITY EDUCATION

REPORT NUMBER ED122043

TITLE AN ANALYSIS OF SELECTED ISSUES IN ADULT EDUCATION. FINAL REPORT. VOLUME I OF III.

SOURCE KIRSCHNER (E.J.) AND ASSOCIATES, WASHINGTON, D.C.

NOTE 206P.; FOR VOLUMES II AND III, SEE CE 006 887-888

PUB DATE FEB 76

ABSTRACT

THE OFFICE OF EDUCATION COMMISSIONED THE STUDY TO IDENTIFY AND EXPLORE VARIOUS POLICIES CONCERNING THE EDUCATION OF ADULTS: (1) TO DEFINE THE NEED, FOR THE ENTIRE POPULATION AND SELECTED SUB-GROUPS: (2) TO DESCRIBE THE CURRENT RESPONSE, AT ALL LEVELS; (3) TO IDENTIFY AND ANALYZE THE DIFFERENCES BETWEEN NEED AND RESPONSE; AND (4) TO IDENTIFY AND EXPLORE ALTERNATIVE ROLES OF THE FEDERAL GOVERNMENT (POLICIES) TO ADDRESS SUCH UNSATISFIED OR EMERGING NEEDS AS MIGHT BE IDENTIFIED. THE STUDY IS CONCERNED WITH ALL TYPES OF EDUCATION FOR ADULTS, AT ALL LEVELS, EXCEPT FULL-TIME EDUCATION IN TRADITIONAL INSTITUTIONS (HIGH SCHOOLS, COLLEGES, AND UNIVERSITIES), AND ONE-WAY COMMUNICATION (BROADCAST AND PRINT MEDIA). AVAILABLE STUDIES OF ADULTS' EDUCATIONAL STATUS WERE REVIEWED, AND EDUCATIONAL PROFILES OF THE POPULATION AND SUB-GROUPS WERE PREPARED. RELEVANT LEGISLATION, SIGNIFICANT SOCIAL AND EDUCATIONAL LITERATURE, AND AVAILABLE SURVEYS WERE REVIEWED, AND LEADERS WERE CONSULTED, TO DETERMINE WHAT ADULTS' EDUCATIONALLY RELATED CAPABILITIES SHOULD BE, IN ORDER TO DEVELOP CRITERIA WITH WHICH ACTUAL CURRENT CONDITIONS COULD BE COMPARED. THE MOST RELIABLE DATA ABOUT ADULTS' PARTICIPATION AND EDUCATIONAL INTERESTS WERE SURVEYED. LARGELY COMPRISED OF IMPLICATIONS FOR POLICY GUIDANCE, THE BODY OF THE REPORT INCLUDES SOME OF THE EMPIRICAL DATA, IN TABLES. (AUTHOR/AJ)

DESCRIPTORS

ADULT CHARACTERISTICS
CENSUS FIGURES
DELIVERY SYSTEMS
EDUCATIONAL DEMAND
EDUCATIONAL POLICY
FEDERAL GOVERNMENT
GOVERNMENT ROLE
NATIONAL SURVEYS
POLICY
STATE OF THE ART REVIEWS
STATISTICAL DATA
ADULT EDUCATION
COMMUNITY PROGRAMS
DEMOGRAPHY
EDUCATIONAL NEEDS
EDUCATIONAL SUPPLY
FEDERAL PROGRAMS
LITERATURE REVIEWS
NEEDS ASSESSMENT
POLICY FORMATION
STATE PROGRAMS
STATISTICAL SURVEYS

EDRS PRICE EDRS PRICE MF-$0.83 HC-$11.37 PLUS POSTAGE.

IDG 9.412 ADULT AND COMMUNITY EDUCATION

REPORT NUMBER ED085595

TITLE REPORT OF THE SALZBURG DISCUSSIONS OF LEADERS IN ADULT EDUCATION (16TH, SALZBURG, AUSTRIA, JULY 29-AUG. 4, 1973).

AUTHOR(S) MORGAN, LAURENCE E.

SOURCE NATIONAL ASSOCIATION FOR PUBLIC CONTINUING AND ADULT EDUCATION, WASHINGTON, D.C.

NOTE 3P.

PUB DATE SEP 73

ABSTRACT

THE PURPOSE OF THE CONFERENCE WAS TO DISCUSS SOME IMPORTANT RECOMMENDATIONS OF THE THIRD INTERNATIONAL CONFERENCE ON ADULT EDUCATION, SPONSORED BY UNESCO, TOKYO, JAPAN, JULY 25-AUGUST 7, 1972. THE CONFERENCE WAS MADE UP OF 36 INVITED PARTICIPANTS FROM FIFTEEN COUNTRIES. DISCUSSIONS WERE CARRIED ON IN FRENCH, ENGLISH, AND GERMAN WITH SIMULTANEOUS TRANSLATION. RECOMMENDATIONS WERE DISCUSSED CONCERNING: ADULT EDUCATION PROGRAMS WITHIN THE FRAMEWORK OF COMMUNITY DEVELOPMENT PROGRAMS, RECOGNITION OF DIPLOMAS AND QUALIFICATIONS ACQUIRED AS PART OF ADULT EDUCATION, THE POSSIBILITY OF A PRELIMINARY DATA-GATHERING PROJECT WITH THE ULTIMATE AIM OF DEVELOPING EVALUATION AND FORECASTING IN ADULT EDUCATION, AND PROMOTING THE ESTABLISHMENT OF WORKING RELATIONSHIPS BETWEEN PROFESSIONAL ADULT EDUCATORS AND VARIOUS OUT-OF-SCHOOL INFORMATION MEDIA. (AUTHOR/DS)

DESCRIPTORS

ADULT EDUCATION
 CERTIFICATION
 DATA COLLECTION
 MANPOWER NEEDS
 SABBATICAL LEAVES
CAREER EDUCATION
CONFERENCE REPORTS
EDUCATIONAL PLANNING
MASS MEDIA
SCHOOL COMMUNITY RELATIONSHIP

EDRS PRICE EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

IDC 9.412 ADULT AND COMMUNITY EDUCATION

REPORT NUMBER ED014645

TITLE VOLUNTEERS TODAY--FINDING, TRAINING AND WORKING WITH THEM.

AUTHOR(S) NAYLOR, HARRIET H.

SOURCE NATIONAL BOARD OF YOUNG MENS CHRISTIAN ASSOCIATION, NEW YORK, N.Y.

PUB DATE 67

ABSTRACT

THE MAJOR CHALLENGE NOW FACING VOLUNTARY ORGANIZATIONS, ESPECIALLY IN VIEW OF SUCH COMPETING FEDERAL PROGRAMS AS THE PEACE CORPS AND VISTA, IS TO RECRUIT, TRAIN, AND HOLD A SUFFICIENT NUMBER OF PROMISING VOLUNTEERS, PARTICULARLY AT THE POLICY MAKING LEVEL. SINCE FUTURE VOLUNTEERS WILL COME INCREASINGLY FROM THE RANKS OF THE TECHNICALLY EDUCATED RATHER THAT THE LIBERALLY AND PROFESSIONALLY EDUCATED, TRAINING PROCEDURES AND UNDERLYING ASSUMPTIONS MUST BE ALTERED ACCORDINGLY. TRAINING SHOULD COMPRISE ORIENTATION TO ORGANIZATIONAL PURPOSES AND PROCEDURES, INITIAL JOB TRAINING COURSES, AND ADVANCED TRAINING THROUGH WORKSHOPS, CONFERENCES, AND SIMILAR MEANS. TRAINING DESIGN INVOLVES SEVERAL DIMENSIONS--PERSONNEL (NEW TRAINEES, BOARD MEMBERS, FUND RAISERS, GROUP LEADERS, COMMITTEE CHAIRMEN AND SECRETARIES), OBJECTIVES, RESOURCE PERSONS AND MATERIALS, METHODS AND FORMS OF TRAINING, SCHEDULING, AND SPECIAL EQUIPMENT AND SERVICES. CAREFUL SELECTION AND PLACEMENT, PROVISION FOR MOBILITY, AND A CONSIDERATION OF FUTURE NEEDS ARE ALSO VITAL. (THE DOCUMENT INCLUDES EXAMPLES OF JOB DESCRIPTIONS, A QUESTIONNAIRE, DIAGRAMS AND FORMS, AND 72 REFERENCES.) THIS DOCUMENT IS AVAILABLE FROM ASSOCIATION PRESS, NEW YORK. (LY)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
CURRICULUM DEVELOPMENT
INSTRUCTIONAL MATERIALS
LEADERSHIP TRAINING
PARTICIPANT SATISFACTION
PLACEMENT
RECRUITMENT
STAFF ORIENTATION
TRAINING OBJECTIVES
VOLUNTARY AGENCIES
ADULT LEARNING
FEDERAL PROGRAMS
JOB ANALYSIS
MOTIVATION
PARTICIPATION
PROGRAM DESIGN
SCHEDULING
SUPERVISION
TRAINING TECHNIQUES
VOLUNTEERS

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

IDG 9.412 ADULT AND COMMUNITY EDUCATION

REPORT NUMBER ED037689

TITLE A SURVEY OF THE FUNCTIONS AND RESPONSIBILITIES OF THE DIRECTOR OF ADULT EDUCATION IN THE PUBLIC SCHOOL SYSTEM.

AUTHOR(S) SHARPLES, BRIAN

SOURCE CALGARY UNIV. (ALBERTA). DEPT. OF EDUCATIONAL ADMINISTRATION.

NOTE 176P.; M. ED. THESIS

PUB DATE SEP 69

ABSTRACT

THE PURPOSE OF THIS STUDY WAS TO SURVEY AND ANALYZE BIOGRAPHICAL DATA OF THE DIRECTORS OF ADULT EDUCATION IN CANADIAN PUBLIC SCHOOL SYSTEMS, AND THE PERCEPTIONS HELD BY DIRECTORS AND SUPERINTENDENTS ACROSS CANADA OF THE GOALS OF ADULT EDUCATION AND THE FUNCTIONS OF DIRECTORS OF ADULT EDUCATION. THE ANALYSIS CONSISTED PRIMARILY OF DETERMINING THE EFFECTS OF CERTAIN VARIABLES ON THE VIEWS OF THE DIRECTORS, NAMELY: THE TYPE OF DIRECTOR, HIS TRAINING IN ADULT EDUCATION, ADMINISTRATIVE EXPERIENCE IN ADULT EDUCATION AND GEOGRAPHIC LOCATION. THE DATA WERE OBTAINED BY QUESTIONNAIRE. THE BIOGRAPHICAL SECTION REVEALED THAT MANY DIRECTORS WERE RELATIVELY NEW TO THE POSITION, PREVIOUSLY EMPLOYED IN SOME OTHER CAPACITY BY THE SAME SCHOOL BOARD, AND GENERALLY WITHOUT TRAINING IN ADULT EDUCATION. THERE WAS A LACK OF STRONG AGREEMENT ON GOALS. IN BROAD TERMS, THE DATA SUGGEST THAT DIRECTORS PERCEIVE THEIR PRIMARY RESPONSIBILITIES TO BE WITH THE INTERNAL DUTIES OF THE ADULT PROGRAM RATHER THAN THE WORK REQUIRED OUTSIDE THE SCHOOLS SUCH AS PUBLIC RELATIONS. (AUTHOR/MF)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
EDUCATIONAL BACKGROUND
MASTERS THESES
PROGRAM DEVELOPMENT
SURVEYS
ADMINISTRATOR RESPONSIBILITY
EDUCATIONAL OBJECTIVES
OCCUPATIONAL INFORMATION
PUBLIC SCHOOL ADULT EDUCATION

IDENTIFIERS

CANADA

AVAILABILITY NATIONAL LIBRARY OF CANADA, BIBLIOGRAPHY DIVISION, OTTAWA, ONTARIO (ORDER NO. 4689, MF $2.00, XEROGRAPHY $13.75)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

IEA 9.50 GROUPING FOR INSTRUCTION, ALSO, LB 12.20

REPORT NUMBER ED029064

TITLE PLANNING FOR AN URBAN COMMUNITY SCHOOL.

SOURCE SPRINGFIELD PUBLIC SCHOOLS, MASS

NOTE 228P.

PUB DATE JUL 68

ABSTRACT

PRESENTED IS A PLAN FOR A COMMUNITY SCHOOL IN THE NORTH END-BRIGHTWOOD AREA OF SPRINGFIELD, MASSACHUSETTS. THE COMMITMENT TO THE COMMUNITY SCHOOL CONCEPT IS STATED AND THE OBJECTIVES ARE DEFINED. THE DOCUMENT CONTAINS CHAPTERS ON PUPIL CHARACTERISTICS AND GROUPING, SPECIAL CLASSES, REPORTING PUPIL PROGRESS, AND TEACHER UTILIZATION AND CHARACTERISTICS. ALSO INCLUDED ARE SECTIONS ON THE USE OF NONPROFESSIONALS, THE PSYCHOLOGICAL SERVICES PERSONNEL, THE EXPANDED CLASSROOM CONCEPT, CURRICULUM, TECHNOLOGY, COMMUNITY SERVICES, ADMINISTRATION, AND EDUCATIONAL SPECIFICATIONS. (NH)

DESCRIPTORS

ACHIEVEMENT
COMMUNITY SERVICES
EDUCATIONAL DISADVANTAGEMENT
EDUCATIONAL SPECIFICATIONS
NONPROFESSIONAL PERSONNEL
SCHOOL ADMINISTRATION
SPECIAL CLASSES
STUDENT GROUPING
TEACHING ASSIGNMENT
URBAN SCHOOLS
COMMUNITY SCHOOLS
CURRICULUM
EDUCATIONAL OBJECTIVES
INSTRUCTIONAL TECHNOLOGY
PSYCHOLOGICAL SERVICES
SCHOOL ORGANIZATION
STUDENT CHARACTERISTICS
TEACHER CHARACTERISTICS
TEAM TEACHING

IDENTIFIERS

MASSACHUSETTS
SPRINGFIELD
NORTH END BRIGHTWOOD

EDRS PRICE EDRS PRICE MF-$0.75 HC-$11.40 PLUS POSTAGE

IEA 9.50 GROUPING FOR INSTRUCTION

REPORT NUMBER	ED049554
TITLE	THEORY TO GUIDE ORGANIZATIONAL TRAINING IN SCHOOLS.
AUTHOR(S)	LANGMEYER, DANIEL; AND OTHERS
SOURCE	OREGON UNIV., EUGENE. CENTER FOR ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION.
NOTE	14P.
PUB DATE	OCT 69

ABSTRACT

ORGANIZATIONAL TRAINING AIMS AT INCREASING THE PROBLEM-SOLVING EFFECTIVENESS OF GROUPS BY HARNESSING EMOTIONAL STATES AND ENABLING PARTICIPANTS TO FUNCTION EFFICIENTLY AS WORKING COMPONENTS OF A TASK-ORIENTED BODY. A THREE-STEP SEQUENCE FOR USING ORGANIZATIONAL TRAINING IN SCHOOLS WOULD: (1) IMPROVE COMMUNICATION SKILLS OF PERSONNEL, (2) CHANGE BEHAVIORAL EXPECTATIONS, AND (3) CHANGE ORGANIZATIONAL STRUCTURES. COMMUNICATIONS CONSULTANTS ARE CURRENTLY BEING EMPLOYED IN SOME SCHOOLS TO HELP FACILITATE PROBLEMSOLVING THROUGH ORGANIZATIONAL TRAINING. (AUTHOR/RA)

DESCRIPTORS

COMMUNICATION (THOUGHT TRANSFER)
CONSULTANTS
GROUP RELATIONS
ORGANIZATIONAL CHANGE
SENSITIVITY TRAINING
COMMUNICATION SKILLS
GROUP DYNAMICS
ORGANIZATION
SCHOOL PERSONNEL
T GROUPS

AVAILABILITY CASEA EDITOR, CENTER FOR THE ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION, UNIVERSITY OF OREGON, EUGENE 97403 ($1.00)

EDRS PRICE EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

IEC 9.501 CLASS SIZE

REPORT NUMBER ED122461

TITLE A STUDY OF STATE LEGAL STANDARDS FOR THE PROVISION OF PUBLIC EDUCATION.

SOURCE LAWYERS' COMMITTEE FOR CIVIL RIGHTS UNDER LAW, WASHINGTON, D.C.

NOTE 92P.; THE STATE LEGAL STANDARDS CATEGORIZED IN THIS VOLUME ARE CITED AND DIGESTED IN EA 008 319

PUB DATE OCT 74

ABSTRACT

THIS REPORT AND ITS APPENDIXES ARE THE PRODUCTS OF A 50-STATE STUDY OF CURRENT LEGAL STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY EDUCATION AND REPRESENT A SUMMARY AND COMPARATIVE ANALYSIS OF THE LAW AS IT EXISTS IN THE STATES TODYA. STATE EDUCATION POLICY-MAKERS--STATE LEGISLATORS AND STAFF OF LEGISLATIVE REFERENCE SERVICES, DEPARTMENT OF EDUCATION PERSONNEL, UNIVERSITY FACULTY MEMBERS, LAWYERS AND JURISTS, MEMBERS OF PRIVATE EDUCATIONAL ORGANIZATIONS--SHOULD FIND THE STUDY USEFUL BOTH IN RE-EXAMINING THE EDUCATION LAWS FO THEIR OWN STATE AND IN DEVELOPING NEW OR ALTERNATIVE MECHANISMS FOR PROVIDING HIGH QUALITY PUBLIC EDUCATION. THE BULK OF THE REPORT CONSISTS OF A SERIES OF 20 COMPARATIVE CHARTS AND THE DESCRIPTIVE MATERIALS THAT RELATE TO THEM. THE CHARTS ARE DESIGNED TO PROVIDE A QUICK METHOD FOR COMPARING THE MANNER IN WHICH EACH STATE TREATS A PARTICULAR SUBJECT. THE 20 AREAS COVERED IN THE CHARTS ARE ADMISSION REQUIREMENTS, ADULT EDUCATION, ATTENDANCE ENFORCEMENT AGENT, ATTENDANCE REQUIREMENTS, CURRICULUM, EXTRACURRICULAR ACTIVITIES, GRADE ORGANIZATION, GUIDANCE AND COUNSELING PROGRAMS, HIGH SCHOOL GRADUATION REQUIREMENTS, INDIVIDUAL PUPIL RECORDS, INSERVICE TRAINING, LIBRARIES, PROMOTION REQUIREMENTS, PUPIL LOAD/CLASS SIZE, PUPIL-TEACHER RATIO, PUPIL TRANSPORTATION, SAFETY AND HEALTH REQUIREMENTS, SCHOOL CALENDARS, TEACHER PERSONNEL POLICIES, AND TEXTBOOKS. (AUTHOR/IRT)

DESCRIPTORS
ADMISSION (SCHOOL)
ADULT EDUCATION
CLASS SIZE
COUNSELING PROGRAMS
EDUCATIONAL LEGISLATION
GRADE ORGANIZATION
GUIDANCE PROGRAMS
PERSONNEL POLICY
SCHOOL CALENDARS
SCHOOL SAFETY
STATE STANDARDS
STUDENT RECORDS
STUDENT TRANSPORTATION
TEXTBOOKS
ADMISSION CRITERIA
ATTENDANCE OFFICERS
COCURRICULAR ACTIVITIES
CURRICULUM
ELEMENTARY SECONDARY EDUCATION
GRADUATION REQUIREMENTS
INSERVICE EDUCATION
SCHOOL ATTENDANCE LEGISLATION
SCHOOL LIBRARIES
STATE LEGISLATION
STUDENT PROMOTION
STUDENT TEACHER RATIO
TEACHERS

EDRS PRICE EDRS PRICE MF-$0.83 HC-$4.67 PLUS POSTAGE.

IEC 9.501 CLASS SIZE

REPORT NUMBER ED114999

TITLE COLLECTIVE BARGAINING CONTRACT ANALYZER. ANALYSIS OF BARGAINING LANGUAGE PROPOSED BY TEACHER ORGANIZATIONS.

AUTHOR(S) WILDMAN, WESLEY A.; LIFTON, FRED B.

SOURCE ILLINOIS ASSOCIATION OF SCHOOL BOARDS, SPRINGFIELD.

NOTE 21P.

PUB DATE MAY 75

ABSTRACT

THIS IS AN ANALYSIS OF THE CURRENT EDUCATION ASSOCIATION MODEL COLLECTIVE BARGAINING AGREEMENT. THIS DOCUMENT IS INTENDED TO PROVIDE AID AND ASSISTANCE TO BOARD BARGAINING TEAMS AND NEGOTIATORS; IT IS NOT A SUBSTITUTE FOR PROFESSIONAL ASSISTANCE WHERE SUCH HELP IS INDICATED. THE BOARD OF EDUCATION-ORIENTED CLAUSES INCLUDED IN THE ANALYSIS INDICATE SAMPLE LANGUAGE ONLY; THE CLAUSES DO NOT PRESENT MODEL OR RECOMMENDED LANGUAGE. THE SUBSTANCE, CONTENT, AND CONSEQUENCES OF AMERICAN REDERATION OF TEACHERS CONTRACT PROPOSALS IN MOST DISTRICTS WILL BE QUITE SIMILAR TO THOSE INCLUDED IN THIS MODEL. THE AREAS COVERED ARE RECOGNITION, EMPLOYEE EVALUATION AND TERMINATION, EMPLOYEE COMPENSATION AND FRINGE BENEFITS, LEAVES, GRIEVANCE PROCEDURE, NEGOTIATION PROCEDURE, THE EFFECT OF THE AGREEMENT, REDUCTION OF TEACHERS, AND MINIMUM NECESSARY CONTRACT CLAUSES TO BE PROPOSED BY THE BOARD OF EDUCATION. THESE LATTER CLAUSES COVER STRIKES AND LOCKOUTS, MANAGEMENT RIGHTS, AND WAIVER OF ADDITIONAL BARGAINING. (AUTHOR/IRT)

DESCRIPTORS

BOARDS OF EDUCATION
COLLECTIVE BARGAINING
ELEMENTARY SECONDARY EDUCATION
FRINGE BENEFITS
JOB LAYOFF
TEACHER EVALUATION
CLASS SIZE
CONTRACTS
EMPLOYMENT PRACTICES
GRIEVANCE PROCEDURES
NEGOTIATION AGREEMENTS
TEACHING LOAD

IDENTIFIERS

ILLINOIS

AVAILABILITY ILLINOIS ASSOCIATION OF SCHOOL BOARDS, 330 ILES PARK PLACE,
SPRINGFIELD, ILLINOIS 62718 ($2.00; QUANTITY DISCOUNTS;
PAYMENT MUST ACCOMPANY ORDERS UNDER $10.00)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS

REPORT NUMBER ED108296

TITLE STAFF REPORT TO THE GOVERNOR'S EDUCATIONAL STUDY COMMITTEE AND REPORT TO THE GOVERNOR BY THE GOVERNOR'S EDUCATION STUDY COMMITTEE.

SOURCE GOVERNOR'S EDUCATION STUDY COMMITTEE, BATON ROUGE, LA.

NOTE 424P.

PUB DATE MAY 75

ABSTRACT

THE GOVERNOR'S EDUCATION STUDY COMMITTEE IN LOUISIANA HAS COMPILED THIS EXTENSIVE REPORT COVERING TEACHER SALARIES, FINANCING PUBLIC EDUCATION, TEACHER CERTIFICATION, PUPIL-TEACHER RATIOS, AND THE PROFESSIONAL LITERATURE ON MERIT PAY, DIFFERENTIATED STAFFING, AND ACCOUNTABILITY USING DATA FROM A STATEWIDE SURVEY OF TEACHERS AND ADMINISTRATORS AND COMPARATIVE DATA BETWEEN LOUISIANA AND OTHER STATES, FINAL RECOMMENDATIONS WERE ADOPTED: (1) THAT THE LEGISLATURE ENACT A NEW STATE TEACHER SALARY SCHEDULE GRANTING INCREASES; (2) THAT TEACHER CERTIFICATION BE BASED ON PROFESSIONAL DEVELOPMENT AND FINANCIAL INDUCEMENT; (3) THAT OTHER SCHOOL EMPLOYEES BE GRANTED SALARY INCREASES; (4) THAT PAYMENT BE MADE FOR ADDITIONAL INSERVICE DAYS; (5) THAT STATE PAYMENT FOR NONDEGREE TEACHERS BE ELIMINATED; (6) THAT A UNIFORM POLICY FOR GRANTING CREDIT FOR TEACHING EXPERIENCE BE ADOPTED; (7) THAT ADDITIONAL PAY FOR POST-MASTER'S DEGREE WORK BE ONLY FOR PLANNED PROGRAMS; AND, (8) THAT CONSIDERATION BE GIVEN FOR A STATEWIDE INSURANCE PLAN FOR TEACHERS. EXTENSIVE TABLES AND DISCUSSION PROVIDE SUPPORTING DATA AND DETAILS OF THE RECOMMENDATIONS. (DW)

DESCRIPTORS
ACCOUNTABILITY
COMPARATIVE ANALYSIS
EDUCATIONAL FINANCE
FEDERAL AID
MERIT PAY
STATE AID
SURVEYS
TEACHER CERTIFICATION
CLASS SIZE
DIFFERENTIATED STAFFS
ELEMENTARY SECONDARY EDUCATION
LITERATURE REVIEWS
SALARY DIFFERENTIALS
STUDENT TEACHER RATIO
TABLES (DATA)
TEACHER SALARIES

EDRS PRICE EDRS PRICE MF-$0.76 HC-$20.94 PLUS POSTAGE

IFAA 9.601 TEXTBOOK SELECTION AND ADOPTION

REPORT NUMBER ED119287

TITLE TEXTBOOK SELECTION AND CONTROVERSY. THE BEST OF ERIC, NUMBER 16.

SOURCE OREGON UNIV., EUGENE. ERIC CLEARINGHOUSE ON EDUCATIONAL MANAGEMENT.

NOTE 5P.

PUB DATE MAR 76

ABSTRACT

THIS ANNOTATED BIBLIOGRAPHY SUMMARIZES 11 SELECTED PUBLICATIONS CONCERNED WITH THE GENERAL TOPIC OF TEXTBOOK CONTENT AND SELECTION. THE SELECTIONS ARE INTENDED TO GIVE PRACTICING EDUCATORS EASY ACCESS TO THE MOST SIGNIFICANT AND USEFUL INFORMATION ON SCHOOL TEXTBOOKS THAT IS AVAILABLE FROM THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC). ALL THE PUBLICATIONS DESCRIBED HERE WERE SELECTED FROM THE ERIC CATALOGS 'RESOURCES IN EDUCATION' (RIE) AND 'CURRENT INDEX TO JOURNALS IN EDUCATION' (CIJE). INFORMATION ON HOW TO ORDER COPIES OF ALL THE CITED PUBLICATIONS THROUGH THE ERIC DOCUMENT REPRODUCTION SERVICE IS ALSO INCLUDED. (JG)

DESCRIPTORS

ANNOTATED BIBLIOGRAPHIES
EDUCATIONAL RESEARCH
ELEMENTARY SECONDARY EDUCATION
PUBLICATIONS
TEXTBOOK CONTENT
TEXTBOOK SELECTION
CENSORSHIP
EDUCATIONAL RESOURCES
LITERATURE REVIEWS
TEXTBOOK BIAS
TEXTBOOKS

AVAILABILITY ERIC CLEARINGHOUSE ON EDUCATIONAL MANAGEMENT, UNIVERSITY OF OREGON, EUGENE, OREGON 97403 (FREE)

EDRS PRICE EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE

IFAA 9.601 TEXTBOOK SELECTION AND ADOPTION

REPORT NUMBER ED117854

TITLE CENSORSHIP--OR FOR WHOM THE (SCHOOL) BELL TOLLS.

AUTHOR(S) WEINGAST, DAVID

NOTE 7P.; PAPER PRESENTED AT THE ANNUAL CONVENTION OF THE AMERICAN ASSOCIATION OF SHCOOL ADMINISTRATORS (108TH, ATLANTIC CITY, NEW JERSEY, FEBRUARY 20-23, 1976)

PUB DATE 23 FEB 76

ABSTRACT

THE SPEAKER DISCUSSES THE ESTABLISHMENT OF A DISTRICT POLICY ON THE SELECTION OF BOOKS AND THE PROCEDURES THAT SHOULD BE FOLLOWED IF A CONTROVERSY DEVELOPS. (IRT)

DESCRIPTORS

CENSORSHIP
SCHOOL COMMUNITY RELATIONSHIP
TEXTBOOK EVALUATION
ELEMENTARY SECONDARY EDUCATION
SUPERINTENDENTS
TEXTBOOK SELECTION

EDRS PRICE EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE

IFAA 9.601 TEXTBOOK SELECTION AND ADOPTION

REPORT NUMBER	ED115520
TITLE	CENSORSHIP: THE CHALLENGE TO FREEDOM IN THE SCHOOL.
SOURCE	AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, WASHINGTON, D.C.; ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT, WASHINGTON, D.C.; NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS, WASHINGTON, D.C.; NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, RESTON, VA.
NOTE	9P.
PUB DATE	APR 75

ABSTRACT

CONCERNED WITH THE FREEDOM TO TEACH AND LEARN, THIS DOCUMENT OFFERS GUIDELINE PROCEDURES FOR AVOIDING CENSORSHIP DISPUTES AND FOR DEALING WITH CONTROVERSIES WHICH SURROUND THESE ISSUES. THE EXPERIENCE AND ADVICE OF SEVERAL SUPERINTENDENTS, PRINCIPALS, LIBRARIANS, TEACHERS, AND CURRICULUM WORKERS WHO HAVE RECENTLY BEEN INVOLVED IN TEXTBOOK CENSORCHIP CONTROVERSIES ARE BROUGHT TOGETHER. THEIR OPINIONS AND SUGGESTIONS ARE OFFERED TO FOCUS ATTENTION ON COMMUNITY AND SCHOOL CIRCUMSTANCES BEFORE A PROBLEM DEVELOPS. THE KEY TO AVOIDING MAJOR DISPUTES IS THE ESTABLISHMENT AND USE OF A FORMAL, DEFINITIVE, WRITTEN PROCEDURE FOR THE EVALUATION AND SELECTION OF MATERIALS. A SAMPLE PROCEDURE POLICY IS PROVIDED WHICH EMPHASIZES COMPREHENSIVE OBJECTIVES, DIRECT BOARD RESPONSIBILITY, STRONG CURRICULUM-BASED SELECTION CRITERIA, HIGH LEVEL PROFESSIONAL REVIEW PROCEDURES, AN ADVISORY COMMITTEE APPOINTED BY THE BOARD OR SUPERINTENDENT THAT INCLUDES STUDENTS AND PARENTS, AND A SPECIFIC OUTLINE OF POLICY AND ACTION ON CHALLENGED MATERIALS. SHOULD A COMPLAINT ARISE, SUGGESTIONS FOR DEALING WITH IT INCLUDE MOVING THE CONTROVERSY TO THE SCHOOL BOARD LEVEL IN ORDER TO AVOID ANY PARENT-TEACHER-PRINCIPAL CONFLICT, AND DEFENDING THE PROFESSIONAL SELECTION PROCESS RATHER THAN THE INDIVIDUAL PIECE OF INSTRUCTIONAL MATERIAL. (AUTHOR/DE)

DESCRIPTORS

ACADEMIC FREEDOM
COMMUNITY PROBLEMS
EDUCATIONAL OBJECTIVES
ELEMENTARY SECONDARY EDUCATION
LOCAL ISSUES
READING MATERIAL SELECTION
SCHOOL POLICY
TEXTBOOK SELECTION
DENSORSHIP
CONFLICT RESOLUTION
EDUCATIONAL PROBLEMS
LIBRARY MATERIAL SELECTION
PARENTAL GRIEVANCES
SCHOOL COMMUNITY RELATIONSHIP
TEXTBOOK EVALUATION

AVAILABILITY ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT, SUITE 1100, 1701 K STREET, NW, WASHINGTON, D.C. 20006 (SINGLE COPY $0.50, 10-49 COPIES 10 PERCENT DISCOUNT, 50 OR MORE COPIES 15 PERCENT DISCOUNT, PREPAID)

IFAA 9.601 TEXTBOOK SELECTION AND ADOPTION

REPORT NUMBER ED112480

TITLE THE BATTLE OF THE BOOKS: KANAWHA COUNTY. FASTBACK SERIES NO. 63.

AUTHOR(S) PARKER, FRANKLIN

SOURCE PHI DELTA KAPPA EDUCATIONAL FOUNDATION, BLOOMINGTON, IND.

NOTE 34P.

PUB DATE 75

ABSTRACT

DIVIDED INTO THREE MAIN SECTIONS, THIS MONOGRAPH ABOUT THE KANAWHA COUNTY TEXTBOOK CONTROVERSY DEALS WITH LESSONS DRAWN FROM THAT CONFLICT. IN ANSWERING THE QUESTION OF WHAT HAPPENED, THE AUTHOR BEGINS WITH EVENTS THAT PREDATED ANY OUTWARD SIGNS OF DISSENT, SUCH AS THE PHASING OUT OF THE CITIZEN ADVISORY COMMITTEE ON TEXTBOOK SELECTION, AND FOLLOWS THE MAJOR EVENTS TO THEIR CONCLUSION. THE SECTION ON WHY IT HAPPENED FOCUSES ON THE NATIONAL EDUCATION ASSOCIATION ASSESSMENT, RESPONSES TO THAT ASSESSMENT, AND ANALYSES THAT APPEARED IN THE LOCAL PAPERS. THE LESSONS TO BE LEARNED CENTER ON THE ISSUE OF CONTROL OF THE SCHOOLS. THE AUTHOR NOTES THAT THE BATTLE OF THE BOOKS WAS A BATTLE FOR MAN'S DESTINY AND THAT THE CONTROL OF SCHOOLS IS A LEGALLY SHARED RESPONSIBILITY THAT GIVES ALL THE PEOPLE A CHANCE TO HELP SHAPE THAT DESTINY. (AUTHOR/IRT)

DESCRIPTORS

ADVISORY COMMITTEES
BOARD OF EDUCATION ROLE
COMMUNITY ATTITUDES
ELEMENTARY SECONDARY EDUCATION
RELIGIOUS FACTORS
TEXTBOOK CONTENT
TEXTBOOKS
TEXTBOOK STANDARDS
BOARD OF EDUCATION POLICY
CIVIL DISOBEDIENCE
COMMUNITY CHARACTERISTICS
POLITICAL INFLUENCES
SCHOOL COMMUNITY RELATIONSHIP
TEXTBOOK EVALUATION
TEXTBOOK SELECTION

IDENTIFIERS

WEST VIRGINIA (KANAWHA COUNTY)

AVAILABILITY PHI DELTA KAPPA, EIGHTH AND UNION, BOX 789, BLOOMINGTON, INDIANA 47401 ($0.50 SINGLE COPY, $3.00 SET OF SIX, $18.00 COMPLETE SET OF SIXTY-SIX, QUANTITY DISCOUNTS, PAYMENT MUST ACCOMPANY ORDERS OF LESS THAN $5.00)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS

IFBC 9.602 LIBRARY/MEDIA CENTER

REPORT NUMBER ED061713

TITLE NASSAU EDUCATIONAL RESOURCE CENTER CATALOG OF PROFESSIONAL MATERIALS. ASSOCIATE SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER (ASEIMC) COLLECTION.

SOURCE NASSAU COUNTY BOARD OF COOPERATIVE EDUCATIONAL SERVICES, JERICHO, N.Y.

NOTE 49P.

PUB DATE 71

ABSTRACT

THIS CATALOG LISTS THE RESOURCES OF THE ASEIMIC (ASSOCIATE SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER) OF THE NASSAU EDUCATIONAL RESOURCES CENTER (NERC). ASEIMIC IS PART OF A NETWORK WHICH ACQUIRES, STORES, AND LOANS INSTRUCTIONAL MATERIALS FOR HANDICAPPED CHILDREN; FOR THE CONTINUING EDUCATION OF PROFESSIONAL PERSONNEL INVOLVED IN THE EDUCATION AND CARE OF HANDICAPPED CHILDREN AND YOUTH; AND THE STUDY DEVELOPMENT, AND DISSEMINATION OF CURRICULUM MATERIALS FOR SPECIAL EDUCATION PROGRAMS. THE MATERIALS IN THIS CATALOG ARE ARRANGED BY MEDIA. THE BOOKS ARE FURTHER SUBDIVIDED ACCORDING TO SUBJECT AREA AND AN AUTHOR INDEX IS INCLUDED. CURRICULUM GUIDES AND PAMPHLETS ARE TO BE FOUND UNDER CATEGORIES LISTED IN THIS CATALOG. (JK)

DESCRIPTORS
BIBLIOGRAPHIES
CURRICULUM GUIDES
HANDICAPPED
HANDICAPPED STUDENTS
INSTRUCTIONAL MATERIALS CENTERS
CATALOGS
EXCEPTIONAL STUDENTS
HANDICAPPED CHILDREN
INFORMATION CENTERS
SPECIAL EDUCATION

IDENTIFIERS
ASEIMIC
INSTRUCTIONAL MATERIALS CENTER
NERC
ASSOCIATE SPECIAL EDUCATION
NASSAU EDUCATIONAL RESOURCES CENTER

EDRS PRICE EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

IFBC 9.602 LIBRARY/MEDIA CENTER

REPORT NUMBER ED033597

TITLE INSTRUCTIONAL MATERIALS CENTERS; SELECTED READINGS.

AUTHOR(S) PEARSON, NEVILLE P.; BUTLER, LUCIUS

NOTE 345P.

PUB DATE 69

ABSTRACT

REVOLUTIONARY INNOVATION IN THE TRADITIONAL SCHOOL LIBRARY HAS PRODUCED 'THE MEDIA CENTER', WHERE--IN ADDITION TO BOOKS--FILMS, TELEVISION, TAPES, AND MULTIMEDIA DISPLAYS ARE AVAILABLE TO INCREASE STUDENT LEARNINGS. THIS BOOK REPRESENTS A COLLECTION OF EIGHTY-THREE ARTICLES FROM LIBRARY JOURNALS DEALING WITH LEBRARY SCIENCE IN ITS MODERN FORM. THE PHILOSOPHY OF THE INSTRUCTIONAL MATERIALS CENTER, OR IMC, DISCUSSED SERVICES WILL ENABLE THE TEACHER OR LIBRARIAN TO MAXIMIZE THE STUDENT'S EDUCATIONAL ENVIRONMENT, AND THEREBY MAXIMIZE HIS LEARNING. THE LIBRARIAN MUST BECOME AN INFORMATION RETRIEVAL AND DISSEMINATION EXPERT. SUBSEQUENT SECTIONS OF THE BOOK DEAL WITH THE PARTICULAR PROBLEMS OF THE IMC IN THE ELEMENTARY SCHOOL, THE SECONDARY SCHOOL, AND THE COLLEGE AND UNIVERSITY. FINAL SECTIONS DEAL WITH THE SPECIFICS OF OPERATION OF AN IMC--EQUIPMENT, PERSONNEL, AND EVALUATION OF PERFORMANCE. (BB)

DESCRIPTORS

COLLEGE LIBRARIES
EDUCATIONAL RESOURCES
INFORMATION CENTERS
LIBRARIANS
LIBRARY EDUCATION
LIBRARY SCIENCE
SCHOOL DESIGN
SCHOOL STUDY CENTERS
EDUCATIONAL FACILITIES
ELEMENTARY SCHOOL LIBRARIES
INSTRUCTIONAL MATERIALS CENTERS
LIBRARIES
LIBRARY FACILITIES
MULTIMEDIA INSTRUCTION
SCHOOL LIBRARIES
UNIVERSITY LIBRARIES

IDENTIFIERS

IMC
LEARNING CENTER
INSTRUCTIONAL MATERIALS CENTER

AVAILABILITY BURGESS PUBLISHING COMPANY, 426 SOUTH SIXTH STREET,
MINNEAPOLIS, MINN. 55415 ($6.00)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

IFCB 9.603 FIELD TRIPS AND EXCURSIONS

REPORT NUMBER ED116023

TITLE TRI-COUNTY TEACHERS' GUIDE TO COMMUNITY RESOURCES: SPEAKERS, FIELD TRIPS, CAREER INTERVIEWS.

SOURCE TRI-COUNTY INDUSTRY-EDUCATION-LABOR COUNCIL, EAST PEORIA,

NOTE 94P.

PUB DATE 75

ABSTRACT

THE GUIDE TO LOCAL RESOURCES WAS COMPILED BY THE TRI-COUNTY INDUSTRY-EDUCATION-LABOR COUNCIL FOR TEACHERS AND GUIDANCE COUNSELORS SEEKING SPECIFIC CAREER EDUCATION INFORMATION. THE RESOURCES ARE CLASSIFIED ACCORDING TO THE 15 OCCUPATIONAL CLUSTERS, AS IDENTIFIED BY THE U.S. OFFICE OF EDUCATION, PLUS ECONOMIC EDUCATION FOR INTEGRATION WITH CLASSROOM MATERIAL. THE GUIDE LISTS: DEFINITIONS OF CAREER EDUCATION, THE 15 OCCUPATIONAL CLUSTERS, AGENCIES AND BUSINESSES FOR ECONOMIC EDUCATION, SEQUENTIAL CAREER MANAGEMENT TASKS FOR KINDERGARTEN THROUGH POST-HIGH SCHOOL, PROCEDURES FOR OBTAINING RESOURCE PEOPLE AND CONDUCTING A FIELD TRIP, OTHER SERVICES AVAILABLE FROM THE COUNCIL, AUDIOVISUAL MATERIALS AVAILABLE FROM THE COUNCIL AND OTHER SOURCES, A STATEMENT ON THE ARMED SERVICES AND THE WORLD OF WORK, AND LIBRARY OF CAREER COUNSELING FILMS AND LOCALLY AVAILABLE FILMS. THE BULK OF THE DOCUMENT (72PAGES) IS A RESOURCE CHART PROVIDING SPECIFIC INFORMATION ORGANIZED BY OCCUPATIONAL CLUSTERS, ABOUT REGIONAL BUSINESSES, INDUSTRIES, EDUCATIONAL INSTITUTIONS, AND SERVICE AGENCIES. THE CHART INDICATES THE POSSIBILITIES AND REQUIREMENTS FOR INTERVIEWS, CLASSROOM VISITS (LOCATION, ADVANCE NOTIFICATION REQUIREMENTS, AGE GROUPS), AND FIELD TRIPS/CAREER VISITS (MAXIMUM NUMBER OF STUDENTS, BEST DAYS/MONTHS, TIME OF DAY, AGE GROUPS, TIME LENGTH OF TOUR, AND AREAS/DEPARTMENTS OPEN TO VISITORS). (MS)

DESCRIPTORS

CAREER AWARENESS
CAREER EXPLORATION
DIRECTORIES
ELEMENTARY SECONDARY EDUCATION
HUMAN RESOURCES
OCCUPATIONAL CLUSTERS
REGIONAL PROGRAMS
SCHOOL COMMUNITY RELATIONSHIP
CAREER EDUCATION
COMMUNITY RESOURCES
EDUCATIONAL OBJECTIVES
FIELD TRIPS
INSTRUCTIONAL TRIPS
POST SECONDARY EDUCATION
RESOURCE GUIDES
SCHOOL INDUSTRY RELATIONSHIP

IDENTIFIERS

ILLINOIS (EAST PEORIA)

EDRS PRICE EDRS PRICE MF-$0.76 HC-$4.43 PLUS POSTAGE

IFCP 9.603 FIELD TRIPS AND EXCURSIONS

REPORT NUMBER ED103950

TITLE RESPONSIBILITIES FOR STUDENT INJURY OCCURRING OFF SCHOOL PROPERTY. A LEGAL MEMORANDUM.

SOURCE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, WASHINGTON, D.C.

NOTE 7P.

PUB DATE 75

ABSTRACT

THIS BULLETIN PROVIDES AN OVERVIEW OF THE LEGAL PRINCIPLES GOVERNING THE LIABILITY OF SCHOOL PERSONNEL FOR STUDENT INJURIES THAT OCCUR OFF SCHOOL PROPERTY. A NUMBER OF SPECIFIC COURT CASES ARE CITED TO ILLUSTRATE THE VARIOUS FACTORS AND RELATIONSHIPS THAT THE COURTS HAVE CONSIDERED SIGNIFICANT IN SUCH CASES. EXAMPLES ARE GIVEN OF CASES INVOLVING ACCIDENTS ON FIELD TRIPS, TRANSPORTATION ACCIDENTS OF VARIOUS TYPES, INJURIES INCURRED WHILE STUDENTS WERE ON ERRANDS FOR SCHOOL PERSONNEL, AND INJURIES RESULTING FROM CLASS ASSIGNMENTS. SEVERAL GENERAL QUESTIONS THAT THE LAW AND THE COURTS REGARD AS FUNDAMENTAL IN SCHOOL LIABILITY CASES ARE OFFERED TO GUIDE EDUCATORS IN JUDGING THEIR LEGAL RESPONSIBILITY IN SPECIFIC SITUATIONS. (JG)

DESCRIPTORS

ADMINISTRATIVE POLICY
COCURRICULAR ACTIVITIES
COURT LITIGATION
FIELD TRIPS
SCHOOL ACCIDENTS
STUDENT WELFARE
TRAFFIC ACCIDENTS
ADMINISTRATOR GUIDES
COURT CASES
ELEMENTARY SECONDARY EDUCATION
LEGAL RESPONSIBILITY
SCHOOL LAW
TEACHER RESPONSIBILITY

AVAILABILITY NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, 1904 ASSOCIATION DRIVE, RESTON, VIRGINIA 22091 ($0.25, QUANTITY DISCOUNTS, PAYMENT MUST ACCOMPANY ORDER)

EDRS PRICE EDRS PRICE MF-$0.76 HC NOT AVAILABLE FROM EDRS..PLUS POSTAGE

IKE 9.803 ASSEMBLIES

REPORT NUMBER ED103768

TITLE THE STUDENT ASSEMBLY. NEW DIRECTIONS FOR STUDENTS FOR STUDENT COUNCILS, NUMBER 4.

AUTHOR(S) FRANK, LETITIA

SOURCE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, WASHINGTON, D.C.

NOTE 55P.; FOR RELATED DOCUMENTS, SEE CG 009 641-652

PUB DATE 65

ABSTRACT

WHY DO SECONDARY SCHOOLS FOLLOW THE PRACTICE OF HAVING STUDENT ASSEMBLIES? WHAT ARE THESE ASSEMBLIES EXPECTED TO ACCOMPLISH? WHO SHOULD BE INVOLVED IN PLANNING THEM? WHAT TYPES OF PROGRAMS BEST SUIT EDUCATIONAL, CULTURAL, AND INFORMATIONAL PURPOSES? HOW CAN SYSTEMATIC EVALUATION OR APPRAISAL OF STUDENT ASSEMBLIES BE ACHIEVED? THESE AND SIMILAR QUESTIONS MAY BE EASIER TO ASK THAN TO ANSWER. THAT IS WHY THE NATIONAL ASSOCIATION OF STUDENT COUNCILS PRESENTS THIS BOOKLET AS THE FOURTH IN THE NEW DIRECTIONS FOR STUDENT COUNCILS SERIES--TO PROVIDE GUIDELINES FOR PLANNING, SCHEDULING, AND PRODUCING A BALANCED LONG-RANGE STUDENT ASSEMBLY SCHEDULE. (AUTHOR)

DESCRIPTORS

ASSEMBLY PROGRAMS
PAMPHLETS
PROGRAM IMPROVEMENT
SECONDARY EDUCATION
GUIDELINES
PROGRAM EVALUATION
PROGRAM PLANNING
STUDENT GOVERNMENT

AVAILABILITY THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, 1201 16TH STREET, N. W., WASHINGTON, D.C. 20036 (HC-$1.00)

EDRS PRICE EDRS PRICE MF-$0.76 HC NOT AVAILABLE FROM EDRS..PLUS POSTAGE

IKE 9.803 ASSEMBLIES

REPORT NUMBER ED089188

TITLE STUDENT ACTIVITIES IN SECONDARY SCHOOLS: A BIBLIOGRAPHY.

SOURCE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS,
WASHINGTON, D.C.

NOTE 95P.

PUB DATE 74

ABSTRACT

THIS BIBLIOGRAPHY WAS PREPARED WITH FIVE GROUPS IN MIND: SCHOOL PRINCIPALS AND ADMINISTRATORS OF STUDENT ACTIVITY PROGRAMS; FACULTY MEMBERS, PARTICULARLY SPONSORS; STUDENT LEADERS; INSTRUCTORS IN TEACHER PREPARATION INSTITUTIONS; AND THOSE INTERESTED IN RESEARCH IN EXTRACLASS ACTIVITIES. THE BIBLIOGRAPHY CONTAINS SOME 450 REFERENCES RELATING TO STUDENT ACTIVITIES, MORE THAN 90% OF WHICH ARE ANNOTATED, AND THE LARGE MAJORITY OF THE PUBLICATIONS CITED HAVE APPEARED IN PRINT IN THE LAST 10 YEARS. IN SEVERAL INSTANCES, REFERENCES WERE NOT LOCATABLE, PARTICULARLY FOR STUDIES PUBLISHED OTHER THAN IN PERIODICALS; THEREFORE, THESE ARE NOT LISTED IN THE BIBLIOGRAPHY. FOR THIS REASON THE READER IS REMINDED THAT OMISSION OR INCLUSION IN NO WAY REFLECTS UPON THE QUALITY OF THE REFERENCE OR ITS SIGNIFICANCE TO THE LITERATURE OR STUDENT ACTIVITIES. FOR THE CONVENIENCE OF THE READER REFERENCES ARE ARRANGED ALPHABETICALLY WITHIN 17 SECTIONS AND, IN SOME INSTANCES, REFERENCES APPEAR IN MULTIPLE SECTIONS. THESE SECTIONS FOCUS ON PARTICULAR ASPECTS OF STUDENT ACTIVITIES SUCH AS ORGANIZATION, FINANCING, AND EVALUATION. (AUTHOR)

DESCRIPTORS

AFTER SCHOOL ACTIVITIES
ASSEMBLY PROGRAMS
COCURRICULAR ACTIVITIES
PROGRAM EVALUATION
STUDENT ORGANIZATIONS
ANNOTATED BIBLIOGRAPHIES
ATHLETIC ACTIVITIES
LITERATURE REVIEWS
SECONDARY SCHOOL STUDENTS

AVAILABILITY NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, 1904
ASSOCIATION DRIVE, RESTON, VIRGINIA 22091 (HC $2.00)

EDRS PRICE EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

IKE 9.803 ASSEMBLIES

REPORT NUMBER ED028170

TITLE A PROGRAM OF DRAMATIC READINGS.

AUTHOR(S) ROWLAND, HOWARD S.

NOTE 5P.

PUB DATE MAR 67

ABSTRACT

IN AN ATTEMPT TO MAKE POETRY INTERESTING TO HIGH SCHOOL STUDENTS, A TEACHER TRIED A 'DRAMATIC READINGS ASSEMBLY,' WHICH WAS PLANNED, WRITTEN, AND PRODUCED BY STUDENTS. FOUR STUDENTS WERE SELECTED TO PLAN THE THEME AND STRUCTURE OF THE PRODUCTION, READ AND RESEARCH THE PROGRAM MATERIAL, AND WRITE THE FINAL SCRIPT. THE PLAN CHOSEN FOR THE PROGRAM WAS TO USE AS NARRATOR A BELIEVABLE CHARACTER WHOSE REMINISCENCES WOULD REVEAL TO THE AUDIENCE HIS EXPERIENCES AND FEELINGS AS A YOUTH, A SOLDIER, AND AS A PERCEPTIVE YOUNG MAN. BOTH SERIOUS AND HUMOROUS POEMS WERE CHOSEN TO PARALLEL, NOT REPRESENT, THE NARRATOR'S WORDS. LIGHTS, MUSIC, AND DANCE WERE USED TO GIVE EMPHASIS TO THE POETRY, AND A MINIMUM OF PROPERTIES AND COSTUMES MAINTAINED THE SUPREMACY OF THE SPOKEN WORDS OF THE FIVE ACTORS AND THE CHORUS. (JS)

DESCRIPTORS
ASSEMBLY PROGRAMS
CREATIVE ACTIVITIES
DRAMATICS
GROUP ACTIVITIES
LITERATURE
MUSIC
ORAL EXPRESSION
SPEAKING ACTIVITIES
CHORAL SPEAKING
CREATIVE DRAMATICS
ENGLISH INSTRUCTION
INTERPRETIVE READING
LITERATURE APPRECIATION
ORAL ENGLISH
POETRY
THEATER ARTS

CITATION THE CLEARING HOUSE; V41 N7 P410-14 MAR 1967

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

IKE 9.803 ASSEMBLIES

REPORT NUMBER ED001526

TITLE SPRINGFIELD ELEMENTARY SCHOOL ASSEMBLY.

AUTHOR(S) DONAHOE, THOMAS J.; MARTIN G.

SOURCE SPRINGFIELD PUBLIC SCHOOLS, MASS.

NOTE 6P.

PUB DATE SEP 64

ABSTRACT

A DESCRIPTION OF AN ASSEMBLY PROGRAM FOR SIXTH GRADE STUDENTS WHICH FOCUSES ON AREAS OF GOVERNMENT THAT DIRECTLY AFFECT STUDENTS IS PRESENTED. STUDENTS AND TEACHERS OF THE 85 SIXTH GRADE CLASSES IN THE CITY WERE ASKED TO SUGGEST TOPICS OF INTEREST TO THEM IN THE AREA OF 'OUR SCHOOLS AND OUR GOVERNMENT.' THESE SUGGESTIONS WERE INCORPORATED INTO A TEACHER'S OUTLINE FOR USE IN CLASSROOMS THE FOLLOWING YEAR. AN ACCOUNT OF ACCOMPLISHMENTS IN EACH CLASSROOM WAS PREPARED BY THE STUDENTS AND PRESENTED TO A GENERAL ASSEMBLY COMPOSED OF AN ELECTED DELEGATE FROM EACH OF THE 85 CLASSES. A RESOLUTION WAS PASSED BY THE DELEGATES WITH AMENDMENTS RELATIVE TO THE TOPIC, AND THE AMENDED RESOLUTION WAS VOTED UPON. THE DELEGATES GAVE AN ACCOUNT OF THE PROCEEDINGS AND DECISIONS UPON RETURN TO THEIR CLASSROOMS. OBJECTIVES OF THE TOTAL PROGRAM ARE OUTLINED. THESE INCLUDE THE DEVELOPMENT OF SKILLS IN INTERPERSONAL RELATIONSHIPS, GROUP PARTICIPATION, AND REPRESENTATIVE GOVERNMENT. AN EVALUATION OF THE PROJECT IS PRESENTED ALONG WITH A PROPOSED PROGRAM FOR THE FOLLOWING YEAR FOCUSING ON THE AREA OF THE INTERRELATED ATTITUDES OF THE CHILDREN AND VARIOUS CULTURAL GROUPS.

DESCRIPTORS

ASSEMBLY PROGRAMS
DISCUSSION PROGRAMS
GRADE 6
SOCIAL STUDIES
STUDENT ATTITUDES
CULTURAL DIFFERENCES
GOVERNMENT ROLE
RACIAL DISCRIMINATION
SPECIAL PROGRAMS
STUDENT PARTICIPATION

IDENTIFIERS

SPRINGFIELD

EDRS PRICE EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

IKI 9.804 LESSON PLANS

REPORT NUMBER ED119210

TITLE TEACHING ABOUT COUBLESPEAK.

AUTHOR(S) DIETERICH, DANIEL, ED.

SOURCE NATIONAL COUNCIL OF TEACHERS OF ENGLISH, URBANA, ILL.

NOTE 218P.

PUB DATE 76

ABSTRACT

THE MAJORITY OF THE 24 ESSAYS IN THIS BOOK DESCRIBE SUCCESSFUL UNITS, CLASSES, OR COURSES ON THE MISUSE OF PUBLIC LANGUAGE, WHILE OTHERS SUGGEST SPECIFIC TECHNIQUES FOR STUDYING DOUBLESPEAK OR DISCUSS THEORETICAL FRAMEWORKS FOR APPROACHING THE STUDY OF DOUBLESPEAK. THE FIRST SECTION OF THE BOOK DEALS WITH THE THEORY BEHIND THE STUDY OF DOUBLESPEAK, AND THE SECOND SECTION CONTAINS MATERIAL SUITABLE FOR CLASSROOM USE AT MORE THAN ONE LEVEL. THE LAST THREE SECTIONS INCLUDE MATERIAL FOR THE SUTDY OF DOUBLESPEAK AT EACH OF THREE EDUCATIONAL LEVELS--ELEMENTARY, SECONDARY, AND COLLEGE. THE ESSAYS WILL PROVIDE PRACTICAL HELP FOR TEACHERS GUIDING STUDENTS IN LEARNING TO DEAL WITH THE DOUBLESPEAK THEY ENCOUNTER IN ADVERTISING, GOVERNMENTAL AND POLITICAL ANNOUNCEMENTS, AND OTHER MESSAGES TRANSMITTED THROUGH THE MASS MEDIA. (AUTHOR/JM)

DESCRIPTORS

COMMUNICATION (THOUGHT TRANSFER)
ELEMENTARY SECONDARY EDUCATION
LANGUAGE ARTS
LESSON PLANS
PROPAGANDA
PUBLIC SPEAKING
TELEVISION COMMERCIALS
CRITICAL THINKING
HIGHER EDUCATION
LANGUAGE USAGE
MASS MEDIA
PUBLICIZE
TEACHING METHODS

IDENTIFIERS

DOUBLESPEAK

AVAILABILITY NATIONAL COUNCIL OF TEACHERS OF ENGLISH, 1111 KENYON ROAD, URBANA, ILLINOIS 61801 (STOCK NO. 50276, $3.75 MEMBER, $3.95 NONMEMBER)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS

IKJ 9.805 TEACHING ABOUT RELIGION

REPORT NUMBER ED113804

TITLE THE SUPREME COURT AND THE RELIGION-EDUCATION CONTROVERSY: A TIGHTROPE TO ENTANGLEMENT.

AUTHOR(S) O'BRIEN, J. STEPHEN; VACCA, RICHARD S.

NOTE 113P.

PUB DATE 74

ABSTRACT

THE SCOPE OF THIS BOOK IS LIMITED TO A STUDY OF CASE LAW ENCOMPASSING THE MAJOR DECISIONS OF THE UNITED STATES SUPREME COURT INVOLVING RELIGION AND EDUCATION. IT IS INTENDED TO AID READERS IN PREDICTING THE LEGAL RAMIFICATIONS OF VARIOUS LEGISLATIVE ENACTMENTS AND ADMINISTRATIVE POLICIES AFFECTING THE SCHOOLS AND IN UNDERSTANDING THE REASONING AND PROCEDURES OF THE UNITED STATES SUPREME COURT. THE BOOK IS DIVIDED INTO SIX CHAPTERS. CHAPTER 1 IS AN INTRODUCTION TO THE COURTS' INVOLVEMENT IN EDUCATIONAL DECISION-MAKING; CHAPTERS 2 AND 3 EXAMINE THE MAJOR CONSTITUTIONAL TESTS UTILIZED BY THE SUPREME COURT IN RESOLVING CASES INVOLVING THE RELATIONSHIP OF RELIGION TO EDUCATION; CHAPTERS 4 AND 5 DISCUSS THE EMERGENCE OF THE NEW 'ENTANGLEMENT' TEST FROM THE EARLIER TEST OF 'NEUTRALITY' AND 'CHILD BENEFIT'; AND CHAPTER 6 ATTEMPTS TO SYNTHESIZE THE MATERIAL PRESENTED AND AID READERS IN UNDERSTANDING FUTURE LEGAL RAMIFICATIONS OF THE 'ENTANGLEMENT' TEST. (AUTHOR/JG)

DESCRIPTORS

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ABSTRACT

THIS PACKET, DEVELOPED BY THE PUBLIC EDUCATION RELIGION STUDIES CENTER (PERSC), PROVIDES THE CLASSROOM TEACHER WITH MATERIALS WHICH ARE HELPFUL IN DESIGNING AND TEACHING COURSES OR UNITS ON WORLD RELIGIONS. FOR A DESCRIPTION OF THE PURPOSE AND ACTIVITIES OF PERSC SEE RELATED DOCUMENT SO 008 363. THE PACKET CONTAINS THREE ARTICLES BY NATIONALLY RECOGNIZED EDUCATORS WHICH PROVIDE GUIDES, APPROACHES, OBJECTIVES, TEACHING TECHNIQUES, AND TEACHER RESOURCE MATERIALS FOR TEACHING ABOUT WORLD RELIGIONS. ALSO INCLUDED ARE FOUR SYLLABUSES OF COURSES BEING DEVELOPED OR ALREADY IN USE ON WORLD RELIGIONS, AN EXTENSIVE BIBLIOGRAPHY, AND ANNOUNCEMENTS OF COMMERCIALLY AVAILABLE MATERIALS. PERSC STRESSES THREE POINTS WHEN TEACHING UNITS ON WORLD RELIGIONS. FIRST, COURSES MUST BE FAIR AND OPEN TO ALL APPROACHES OF STUDY AND INTERPRETATION. SECOND, TEACHERS MUST BE ESPECIALLY SENSITIVE TO THE FEELINGS AND NEEDS OF STUDENTS FROM RELIGIOUS GROUPS IN THE MINORITY IN OUR SOCIETY. THIRD, WORLD RELIGION STUDIES REQUIRE THOROUGH AND CAREFUL RESEARCH AND PREPARATION. (AUTHOR/DE)

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RELIGIOUS CULTURAL GROUPS
RELIGIOUS EDUCATION
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ABSTRACT

THIS PACKET, DEVELOPED BY THE PUBLIC EDUCATION RELIGION STUDIES CENTER (PERSC), PROVIDES THE CLASSROOM TEACHER WITH MATERIALS WHICH ARE HELPFUL IN DESIGNING AND TEACHING COURSES OR UNITS ON BIBLICAL LITERATURE. FOR A DESCRIPTION OF THE PURPOSE AND ACTIVITIES OF PERSC SEE RELATED DOCUMENT SO 008 363. THE PACKET CONTAINS EIGHT ARTICLES BY NATIONALLY RECOGNIZED EDUCATIORS WHICH PROVIDE GUIDES, OBJECTIVES, TEACHING TECHNIQUES, AND TEACHER RESOURCE MATERIALS FOR TEACHING THE BIBLE AS LITERATURE. ALSO INCLUDED ARE BIBLIOGRAPHIES AND ANNOUNCEMENTS OF AVAILABLE RESOURCES FROM THE CENTER. PERSC STRESSES THREE POINTS WHEN TEACHING UNITS ON BIBLICAL LITERATURE. FIRST, COURSES MUST BE FAIR AND OPEN TO ALL APPROACHES OF STUDY AND INTERPRETATION. SECOND, TEACHERS MUST BE ESPECIALLY SENSITIVE TO THE FEELINGS AND NEEDS OF STUDENTS FROM RELIGIOUS GROUPS IN THE MINORITY IN OUR SOCIETY. THIRD, BIBLICAL LITERATURE STUDIES REQUIRE THOROUGH AND CAREFUL RESEARCH AND PREPARATION. (AUTHOR/DE)

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ABSTRACT

IN THIS GUIDEBOOK, THE PUBLIC EDUCATION RELIGION STUDIES CENTER (PERSC) PROVIDES ANSWERS TO QUESTIONS FREQUENTLY RAISED ABOUT RELIGION STUDIES IN PUBLIC SCHOOLS. IT IS USEFUL TO THOSE INITIATING STUDY ABOUT RELIGION IN PUBLIC SCHOOLS AND TO THOSE EVALUATING BOTH FORMAL AND INFORMAL STUDY AND EXPERIENCES NOW PART OF A SCHOOL'S PROGRAM OR ACTIVITIES. FOR A DESCRIPTION OF THE PURPOSE AND ACTIVITIES OF PERSC SEE RELATED DOCUMENT SO 008 363. THE 11 QUESTIONS UNDER CONSIDERATION INCLUDE: (1) IS IT LEGAL TO TEACH ABOUT RELIGION IN THE PUBLIC SCHOOL? (2) WHY SHOULD RELIGION STUDIES BE INCLUDED IN THE PUBLIC SCHOOL CURRICULUM? (3) WHAT ARE THE GENERAL GOALS FOR RELIGION STUDIES? (4) HOW SHOULD RELIGION BE DEFINED FOR PUBLIC SCHOOL STUDY? (5) HOW DO YOU STUDY ABOUT RELIGION IN PUBLIC SCHOOLS? (6) WHERE IS THE BEST PLACE TO INCLUDE RELIGION STUDIES IN THE CURRICULUM? (7) WHAT ARE THE QUALIFICATIONS FOR THE TEACHER OF PUBLIC SCHOOL RELIGION STUDIES? (8) WHAT CRITERIA SHOULD BE USED IN SELECTING TEACHING MATERIALS? (9) ARE THERE ANY CURRICULUM MATERIALS WHICH MEET THESE CRITERIA? (10) WHAT SUGGESTIONS CAN EDUCATORS GIVE TO CITIZENS AND COMMUNITY GROUPS WHO SEEK HELP? (11) WHAT HELP CAN PERSC OFFER TEACHERS OR SCHOOLS? (AUTHOR/DE)

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CURRICULUM EVALUATION
EDUCATIONAL PROBLEMS
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ABSTRACT

THIS PUBLICATION CONSISTS OF THE PAPERS PRESENTED AT THE FIRST NATIONAL SYMPOSIUM OF THE PUBLIC EDUCATION RELIGION STUDIES CENTER (PERSC). THE PURPOSE OF PERSC IS TO ENCOURAGE AND FACILITATE INCREASED AND IMPROVED NONSECTARIAN TEACHING ABOUT RELIGION WITHIN CONSTITUTIONAL BOUNDS AT THE ELEMENTARY AND SECONDARY LEVEL. IT EMPHASIZES THE NATURAL INCLUSION OF THE STUDY ABOUT RELIGION WITHIN THE REGULAR CURRICULAR OFFERINGS SUCH AS HISTORY, ART, ENGLISH, MUSIC, AND GEOGRAPHY. PERSC ALSO CONDUCTS WORKSHIPS, MAINTAINS A RESOURCE CENTER OF AVAILABLE CURRICULUM MATERIALS, PUBLISHES A QUARTERLY NEWSLETTER, EVALUATES EXISTING CURRICULUM MATERIALS, AND DEVELOPS NEW MATERIALS WHEN NECESSARY. THE PAPERS PRESENTED AT THE SYMPOSIUM ADDRESS THEMSELVES TO THE LEGAL AND EDUCATIONAL DIMENSIONS OF RELIGIOUS EDUCATION IN THE PAST AND NEAR FUTURE. TITLES INCLUDE: (1) RELIGION STUDIES IN THE CURRICULUM, 1963-1983; (2) PERSONAL REFLECTIONS ON THE SCHEMPP DECISION; (3) THE DECISIONS OF THE COURT; (4) THE DEFINITION OF RELIGION; (5) OBJECTIVITY AND TEACHING THE BIBLE; (6) IMAGINING CRITERIA OF CURRICULUM DESIGN FOR LEARNING ABOUT RELIGION IN PUBLIC EDUCATION; (7) RELIGIOUS EDUCATION VERSUS ACADEMIC RELIGION STUDIES; AND (8) CONCLUSION: STATUS AND PROSPECTS. APPENDIXES INCLUDE CRITERIA FOR EVALUATING CURRICULAR MATERIALS, GUIDELINES FOR TEACHER EDUCATION PROGRAMS, AND GUIDELINES FOR TEACHER COMPETENCY. (AUTHOR/DE)

DESCRIPTORS

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CURRICULUM EVALUATION
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JQF JQG	10.634 10.635	Married and Pregnant Students; Unwed Mothers
JR	10.636	Student Records

Policy Questions

Equal Educational Opportunities

10.10 **JAA** What policies should govern the nature of the programs offered by the School District? Through what procedures do these policies seek to maintain equity of educational opportunity? What assurances are there that fair practices characterize admissions practices? Does the equality mandate equal dollar expenditures for every pupil?

10.20 **JB** Admissions and Placements

What policies should govern the eligibility for admission requirements? Who should participate in the formulation of such policies?

10.201 **JBA** Is the current compulsory attendance law in Alabama sufficient to meet the changing educational needs? Should greater leeway be permitted when necessary to permit chronic problem students to leave school prior to their sixteenth birthday? Should this law permit exceptions for rural areas when students must be out of school to help at home or similar hardship cases?

10.202 **JBB** Would entrance requirements which were based on proved readiness even though the child was under six on the arbitrary date provide a helpful parameter relative to admission to school? Should a child, for example, who was born at 12:01 A.M. on October 3rd be denied admission on the basis of the present law if he or she could prove ready to begin school solely because of the arbitrary date? What implications do recent Supreme Court decisions relative to long term suspensions have on such a "one year denial" based on an arbitrary standard? How should the Schood District effectively implement Adult Basic Education classes in the schools? What roles should school officials play?

10.203 **JBC** 10.204 **JBCA** What policies are to govern the admission requirements? What judgmental factors should be exercised and what authority is delegated to exercise judgment? How is residency determined within the School District? What effects have the court-ordered provisions had on residency requirements?

10.205 JBCD What procedures govern acceptance of an incoming student who has no official records? What provisions are made for conditional placement, pending receipt of scholastic grades and other pertinent information from the pupil's former school? Upon receipt of said data, is full credit given the student for all work done in accredited schools? Are any requirements imposed on students transferring from unaccredited schools relative to remedial work? Are honorary organizations and relevant awards which the student received through membership in said organizations in his or her former school fully recognized? Should they be?

10.206 JBCCA JBCCB What provisions are made by local schools within the School District to minimize any potential problems which court-ordered assignment might have presented? Are attempts made to adequately familiarize both students and parents with the new surroundings? What procedures address the problem of conflict between state laws and court-ordered assignment when such are presented? Whose duty and responsibility is it to assign students to classes? How should such assignments be made? What priorities should be considered? Are such assignments purely of a heterogeneous nature or is ability grouping utilized in assignment of students?

10.301-10.302 JBD How does the School District differentiate between excused and unexcused reasons for absence? What provisions are made for student make-up work? How is the "permission-type" absence determined? Must said permission have prior school approval? How are absences for school-related functions handled? What constitutes excessive absences? What procedures govern parent or guardian explanations relative to pupil absences?

JBF 10.307 What procedures must be followed excuses for religious activities?

10.308 JBDA What provisions should the School District relative to students who deliberately leave the school campus without permission? What is the legal position of the
10.309 JBE Board of Education when such action occurs? Who is liable if said student, having left the campus without permission, is seriously injured? To what extent does Alabama law hold parents responsible for child attendance at school? Is information relative to this responsibility readily available to parents or guardians? What justifiable action may school officials take in cases of truancy? Is suspension in such cases of any use or does it provide the student with more "holidays?"

10.310 JBF For what purposes may the school officials grant students release time? What procedures must be followed?

10.40 JC

Student Rights and Responsibilities: Freedom of Expression

What policies of the School District provide recognition of those student rights guaranteed by the Constitution and concomitant responsibilities? When can school officials justifiably curtail the exercise of First Amendment rights by students? Should students be permitted to exercise the right of legal protest through proper channels? What local school provisions should be established to provide for orderly expression of student grievances?

Do the policies of the School District recognize that administrators are changers of behavior rather than mere enforcers of rules? Are students viewed as learners about certain behaviors or as ones who are required to follow certain regulations or face disciplinary action?

10.401 JCAA What policies assure existence of substantive and procedural due process for students? Of what significance are recent Supreme Court decisions relative to long and short-term suspension and corporal punishment)to providing all students applicable degrees of due process? What procedures should be taken to familiarize all students with the rules and regulations in existence at the school? What gauges should administrators use to assure that rules and regulations are legally defensible? Does the concept of due process apply to students at school with the same degree of force as it does to all other citizens? What specific functions of school must be concerned with the due process clause?

10.402 10.403 JCAB How does the search of a student's person differ from the search of school-owned properties? What facts must exist to justify search of either a student's locker, desk, or the student himself or herself? What procedures must be observed relative to any searches? Must a student always be present during a search?

10.404 JCAC What procedures concern interrogation of school students by public officials such as police officers? What part does the principal play in such situations?

10.405 What are the characteristics of a legally defens-
JCDA ible code of conduct? What are the essential con-
10.406 siderations relative to rights of both students
JCD and school? What dissemination procedures can
best assure that all students have received adequate
notice of the rules and regulations? Does a code
of conduct need to cover all possible offenses which
might be committed by students? What general guides
concern this area? Upon what basic concepts should
a norm of student conduct be based?

10.407 What rules govern smoking in elementary, junior-high,
JCDAA and senior-high schools of the School District? What
10.408 types of educational programs should be conducted
JCDAB relative to advising students about dangers of smoking?
10.409 What types of programs does the school provide to ac-
JCDAC quaint students with the hazards of alcohol? What
procedures govern situations which involve students'
use of alcohol on the campus?

How does the Board of Education assist in efforts to combat drug abuse? What steps are advocated relative to cooperation with law enforcement officers in relation to the drug problem? Should school discipline be imposed independently of any court action when use of drugs is proved. What statutory provisions concern the problems of smoking, alcohol, and drugs in the schools of Alabama?

10.410 What is the fundamental guide to legality of dress and
JCDB appearance regulations? Can policies based on style or
taste rather than on safety of the wearer or threat of
material and substantial disruption survive close
judicial scrutiny in the majority of situations?
With whom does the fundamental responsibility for a
student's dress and appearance rest? What justifiable
disciplinary actions can be taken by school officials
when a student's dress and appearance causes disruption?
What provisions are made to provide for religious
beliefs in the area of dress for physical education?

10.411 What procedures can best resolve student grievances?
JCE What role does the student government play in the
resolution of said grievances? Through what channels
should the grievance be directed? Of what value is
recognition of grievances properly presented in teaching
students about representative government?

JD Student Discipline

10.5

How does the concept of due process apply to all areas of student discipline? What should be the purpose of all disciplinary measures used by school personnel?

JDA-JDE 10.501-10.505 To what extent is the concept of due process applicable to measures such as corporal punishment, detention, disciplinary probation, suspension, and expulsion? What other stipulations concern authorized use of these measures?

10.60 JE-JR Pupil Personnel Services, Guidance, and Student Activities

10.601 JE What services are provided by the guidance departments within schools of the District? Are such services available for all children including those in elementary grades?

10.602 10.605 JFA-JFAC How do the schools within the district inform students and parents of academic achievement? What procedures concern issuance of report cards? Is a uniform system prescribed throughout the School District? Does the School District's policy encourage individual teacher-pupil conferences to increase student insight and understanding relative to academic achievement? Are parent conferences provided for? Do the local school procedures assure that such conferences do not unduly interfere with teaching responsibilities during the regular school day? Are teachers encouraged to take the initiative relative to scheduling parent conferences and requesting necessary meetings with parents?

10.606-10.608 JFB-JFC-R What basic concept underlies the promotion policy within schools of the district? Are the policies consistent with research? Do the graduation requirements adhere to the minimum standards defined in the Alabama Course of Study? What policies are in effect which provide for appropriate graduation ceremonies? Are such ceremonies permitted for junior-high and elementary schools?

10.409 JGA Does the School District contract annually with a reputable insurance company to provide low-cost insurance to cover student accidents? Is said insurance or proof of other insurance required of those students participating in athletics and other activities?

JGC 10.610 Do the health services provided by the School District include vision and hearing, dental and medical, or similar types of examinations? Do the Board policies stress an urgent need to adequately cooperate with local and State Health Agencies.

10.611- JGCB 10.612 JGCC	Are immunizations against contagious diseases, as specified by policy, required of all students prior to enrollment in the first grade of schools in the School District? Do policies provide basis for school officials to consider ineligible for attendance at school those students with either a communicable or otherwise contagious disease until such condition no longer exists? Do the policies specify who may prescribe relevant periods of time and when the student is eligible to return to school?
10.613 JGDA	What procedures must be followed relative to psychological testing?
10.614 JGFA 10.615 JGFC	Do the procedures of the School District specify adequately precautions to be taken relative to emergencies such as fire or natural disasters? What drill procedures are specified? What steps are taken to assure compliance with specified procedures by local school officials? How is school to be dismissed during said emergencies? What provisions should be made relative to safety?
10.616 JGFF 10.617 JGFG	What procedures are established to assure safe operation of motorized vehicles on school premises? How is said policy correlated with Alabama traffic laws? What specifications are provided for the reporting of accidents by involved students?
10.618 JGFGA	How should school officials react to student injury? To what extent may they administer first aid? What procedures govern transport of injured or ill students to medical emergency treatment centers? What provisions are made relative to notification of parents or legal guardians?
10.619 JGG	What policies govern administration of the student transportation system? On what basic philosophy is it based? What rules and regulations should be implemented to assure maximum safety of students while riding the school bus. What provisions are made relative to resolution of discipline problems? When does a child who rides a school bus become subject to school jurisdiction? When does said jurisdiction end for transported students?
10.620 JGH	What provisions are made to provide students wholesome, balanced meals each day? How do school officials provide for reception by qualified students of free or reduced price lunches? How is qualification determined? Who is responsible for the school food service program operation in the local school?

10.621-10.625 JH-JHCB Do board members and school officials consider school activities a vital part of students' school lives? Do policies and local school procedures adequately provide for existence of such student activities? Are procedures established to assure that activity funds are properly managed? Are clubs and organizations required to organize, adopt, and strictly observe constitutional provisions relative to their clubs? Should a copy of every constitution be on file in the principal's office? What violations can cause a club to lose its operational privileges in the school? What provisions must be included in all club or other organizations' constitutions?

What is the role of the Student Council or Student Government in the school? Should participation by students in student government be encouraged? How can a well-organized and efficient contribute to student and school development?

10.626 JHCC What policies should be established relative to student publications? Should such publications be free from unnecessary pressures such as unwarranted censorship? What rules of responsible journalism should apply to all school publications?

10.627 JHD What conditions govern social events for students? Who is designated as the final authority relative to approval or disapproval?

10.628 JHE What procedures govern student participation in community sponsored activities?

10.629 JJ Should students be permitted to hold jobs while attending high school? Through what process should eligibility be determined? What regulatory criteria exist in schools of this School District?

10.630-10.631 JKA-JKB Are solicitations of students discouraged by the School District? What procedures govern any fund-raising activities? Is approval of the Superintendent of Schools and the Board of Education required prior 10.632 JL to fund-raising by students? What policies govern selling of goods or services during the regular school day? What policies govern giving of gifts by students?

10.633 JM What criteria are used for determining participation in contests by schools and/or students?

10.634- 10.635 JQF JQG Are all students treated equally with no regard to marital, pmretnal status? Do all policies and procedures fully comply with the Title IX regulations? Is the advice of attending physician the criterion relative to continuance in school of a pregnant student? Does said physician's advice also determine said student's eligibility to return following birth of the child? Are unwed mothers treated without any discrimination based on said status? What policies does the district have relative to each of the above areas? What procedures exist for policy implementation?

10.636 JR Are student records treated confidentially? Do all students have the right to examine their records relative to content? Should such a policy exist? Are said personnel records of students properly safeguarded? To whom is access to record content granted? If all students are not given the right to examine their records, does the local school adhere to PL 93-380 and permit such examination by all students eighteen(18) years of age and older?

Do local school procedures permit parent or legal guardians access to the records? Does the School District have apt policies relative to parental or legal guardian challenges? Do these policies include appeal procedures at the various levels?

Are all comments placed on a student's record adequately documented? Are employees who place said statement on the record required to initial said statement? Should local school procedures include placing remarks on a student's permanent record only in the presence of the student if said remarks are of a derogatory nature?

Major Considerations

One primary area of Board decisions concerns those related to the rights and responsibilities of students, particularly as said rights and responsibilities have been affected by recent landmark court decisions and federal legislation. Familiarity with these decisions and legislation is essential in states such as Alabama, since the statutes provide little guidance relative to substantive and procedural due process rights and necessary administrative procedures which must be observed by school officials. Students, according to the courts, do not shed their constitutional rights at the schoolhouse door. On the other hand said courts have clearly recognized the compelling interest of the state to maintain within its schools the proper atmosphere for learning. Board policies must, therefore, be based on this premise, rather than on arbitrary criteria. Efforts must be made to assure that codes of conduct are legally defensible. Said efforts include determinations that: (a) codes of conduct are fair and reasonable, (b) students are provided with adequate notice of the rules and regulations in existence, (c) students facing possible penalties are provided with a proportionate degree of procedural due process, and(d) that codes of conduct are free from overly vague(and thus unenforceable) statements of rules and regulations, and (e) codes deny no substantive rights

Said major consideration can be summarized as assurance that a fair and reasonable exercise of administrative authority prevails at all levels. Board members too must be aware of recent precedents concerning liability. Despite state statutes to the contrary, the Supreme Court has ruled that said liability does indeed exist in situations where Boards of Education have denied students the guarantees provided by the Constitution. (Wood v. Strickland)

Another major consideration concerns Board policy relative to admissions. Boards must assure that policies relative to admission requirements adhere to both state statutes and federal court orders presently in effect in Alabama. Said policies should be correlated with other regulatory agencies such as the Alabama Department of Public Health.

Many decisions concerning students and the policies and rules which guide and direct all aspects of school-related programs and activities are, as stated, judgmental in nature. Therefore, there are many areas in which appropriate Board involvement is necessary. The general principle involved is that children and youth, while in school, are supposed to learn about many responsibilities - including their own behavior - and that they need understanding, guidance and direction with a generous amount of patience and love. Nevertheless, this must be balanced with the realities of the world and the rights of others not to have learning seriously disrupted. This recognition supercedes mere knowledge of legal precedents and legislation since, without such recognition, the application of legal information for the best interests of all concerned becomes very difficult, if not impossible. Interpretations of legal guidelines can not be made in the abstract. Boards of Education, administrators, and teachers must make such interpretations within the context of those fact and circumstances common to the particular school and to the School District. Rules and regulations, for example,which might be adequate for Jefferson County may be of little value in Lamar County due to differing circumstances.

Educational opportunities provided for all children and youth attending the schools of the district must be equal. Discriminatory provision is both illegal and harmful to the best interests of the pupils, the schools, and the school district.

Equal Educational Opportunities
JAA-10.10

The School District has been created by the Alabama State Legislature to execute the educational policy as defined by the State Constitution, the State Board of Education, and the Board. It shall be the policy of the School District to offer a quality educational program which will provide all children with the necessary skills and attitudes, commensurate with their needs and ability, to become effective citizens that are able to take their places in society. It shall be the policy of the Board to provide equal educational opportunities for all children in the School District, and to assure that no form of discrimination exists. All curriculum offerings shall be open to all students regardless of sex in conformity with relevant statutes.

In the above regard, the schools within this School District shall be guided by a continuous "good faith effort" of this Board of Education to implement all relevant legislation.

Reference: Civil Rights Act of 1964, as amended.

Reference: Civil Rights Act of 1871.

Compulsory Attendance Ages

JBA- 10.201

Every child in the School District between the ages of seven(7) and sixteen(16) years shall be required to attend school for the entire length of the school term in every scholastic year.

Reference: The Code of Alabama, Title 52, Section 297.
Code of Alabama, 1975, kSection 16-28-3.

Entrance Age

JBB- 10.202

Regular Day School

A child who is six(6) years of age on or before October Second shall be entitled to admission to the schools of the School District for that school year. A child who is under six(6) years of age on October Second shall not be entitled to admission to the schools of the School District, except that an underage child who transfers from the first grade of a school in another state may be admitted upon approval of the Board.

Each child entering the first grade for the first time must present a birth certificate at the time of registration. In addition, each parent must present a record of immunizations, to include diptheria, tetanus, pertussis (whooping cough), polio, measles and Rubella, for each child entering the first grade or other grades when said child transfers into the system in a grade other than grade one, unless otherwise exempted as provided by law, i.e. medical exemption or religious exemption.

Students who are not twenty-one(21) years of age on or before October Second may be admitted to the schools of the School District at the discretion of the local school principal and the Superintendent of Schools.

Adult Classes

The School District operates adult education classes as a service to citizens of the community who would like to complete or continue their education. All citizens are eligible to attend said schools provided they are sixteen (16) years of age and, with the exception of age, are eligible to attend the regular day schools of the School District.

Reference: The Code of Alabama, Title 52, Section 298.
Code of Alabama, 1975, Section 16-28-4.

Reference: Alabama Department of Public Health, Act 1269, Dated November 21, 1973.

Reference: Opinion of Attorney General of Alabama, dated October 8, 1963.

School Admissions
JBC-10.203

Admissions of students to the schools of the School District shall be on an individual basis, on application of the parent or legal guardian of the student, to the local school principal at the beginning of each school year, under such rules and regulations as the Board may prescribe in keeping with statutes.

No student may be excluded from any school within the School District except by procedures in full conformity with the Due Process Clause of the Fourteenth Amendment to the Constitution of the United States or failure to meet specifications of policies contained herein.

Reference: The Code of Alabama, Title 52, Section 297.
Code of Alabama, 1975, Section 16-28-3.

Resident Students

JBCA- 10:204

Resident students are defined as students whose parents or legal guardians live inside the territory served by the School District. All resident students of the School District shall be entitled to be admitted, within policy limitations and Federal court ordered provisions, to the school serving the zone in which the student's parent or legal guardian resides. Resident students should make application for admission to the principal of the school serving the zone in which the student's parent or legal guardian resides.

Note: A student who lives inside the territory served by the School District, but whose parent or legal guardian lives outside the territory is not considered to be a resident student.

Transfers and Withdrawls-
Record Acceptance
JBCD-10.205

Students transferring from any school in this School District shall provide information relative to attendance to the new school principal. Said information shall be placed on the appropriate form and a copy given to the student by the principal of the school the child is leaving.

Guidance personnel in junior and senior-high schools will complete the required "school leaver forms" relative to each student who permanently withdraws from said schools. Information shall specifically note the reason or reasons for the students' withdrawls.

At the time of entry into a school of this School District, the student should provide scholastic information and other pertinent data to assist in proper classification. In the absence of such data, school officials shall "conditionally" accept the oral statements of the student and/or his parent or legal guardian pending receipt of record data from the school last attended by said student. A "permanent" classification shall be based on acceptance of said information. All scholastic information received shall be accepted and units earned credited to the student.

Adopted:

Assignment of Students- Specific Court Provisions

JBCCA-10.206

Resident students will be assigned to schools in accordance with the order by the United States District Court, Civil Action No. 604-E, dated March 16, 1970, as amended.

A parent or guardian of a student may file in writing with the Board, objections to the assignment of the student to a particular school, or may request permission, through petition in writing, for assignment or transfer to a designated school or to another school to be designated by the Board.

Reference: Civil Action No. 604-E, Dated March 16, 1970.
Bulletin No. 27, Dated May 27, 1970.

Reference: The Code of Alabama, Title 52, Sections 61(5) (7).
Sections 61 (5) - (7) deleted from Code of Alabama, 1975, Title 16.

Assignment of Students to Classes

JBCCB-';0.206

It shall be the duty and responsibility of the local school principal and professional staff to assign students to classes.

Reference: The Code of Alabama, Title 52, Sections,1(10) (11).

Code of Alabama, 1975, Sections 16-1-15 and 16-1-16.

Transfers and Withdrawls
Court Provisions
JBCD-10.207

Transfers

Students may not transfer to schools outside the school zone serving the territory in which the student's parent of legal guardian resides. Provided a student's parent or guardian relocates in a new residence during the scholastic school year within the School District served by a school other than the one previously attended by the student, the student has the following options:

A. The student may continue to attend the school previously attended for the remainder of that scholastic year. The student must transfer to the school serving the school zone in which parent or legal guardian resides upon completion of said scholastic year.

B. The student may transfer to the school serving the zone(school) in which the parent or legal guardian resides as soon as official residency is established. Residency is established where the principal members of the family live.

All transfers shall be in accordance with such rules and regulations as may be required by the School District and local schools.

Students transferring into the School District will be placed in the same grade they were in at the school from which they transferred. However, students may be retained or advanced in grade at the discretion of the local school principal and the professional staff.

Withdrawls

Students and their parents or legal guardians who live within the School District are subject to the compulsory attendance laws of the State. Under these laws, no student shall be permitted to withdraw from school before his or her sixteenth (16) birthday when the student's parent or legal guardian continues to reside within the territory served by the School District, unless approved by the Supertintendent of Schools and the Board of Education.

Provided the student's parent or legal guardian moves to another school district, or the student chooses to attend school in another school district, the student shall withdraw in accordance with such rules and regulations as may be prescribed by the School District and the local school. It shall be the responsibility of the student and his or her parent or legal guardian to withdraw in accordance with such rules and regulations.

Reference: Civil Action No. 604-E, Dated March 16, 1970.
The Code of Alabama, Title 52, Section 301.
Code of Alabama, 1975, Section 16-28-6.

Absences and Excuses

JBD- 10.30
(JBD-10.301-10.306)

Pupil accounting procedures in this School District shall assure an accurate recording of pupil absences. Said absences shall, in accordance with statute, be designated as excused or unexcused.

Excused Absences
(9.301)

A student shall, based on statutory provisions, be excused for absence from school for the following reasons:

A. Illness (1X)

B. Weather preventing attendance(5X)

C. Legal requirements(7X)

D. Permission by the principal(8X)

Unexcused Absences
(9.302)

Absence for reasons other than those defined above shall be considered as unexcused. Unexcused reasons include, but are not of necessity limited to:

A. Work(2X)

B. Poverty)3X)

C. Truancy(4X)

D. Parental Neglect(6X)

Both excuses and unexcused absences shall be recorded daily in the Alabama State Register, a legal document relative to pupil accounting.

Make-up Work
(10.303)

If a student is absent for any of the excused reasons enumerated above, the student shall be allowed to make up school work missed during said absence or absences. It shall be the responsibility of the student to contact the teacher or teachers to arrange for all make-up work.

Excessive Absences
(10.304)

Secondary students who are absent for more than ten (10) days during a semester must have faculty and principal approval to receive credit for the semester's work.

School Participation Absences
(10.305)

Students who are away from school because of participation in school-sponsored activities shall be marked present and permitted to make up school work missed

Excuses
(10.306)

In accordance with State law, the parent or legal guardian must explain the cause of any absence of students under their control or charge. Every student, upon return to school, must bring a written excuse from home signed by the student's parent or legal guardian. This excuse must be presented to the designated local school officials in the manner of procedure which has been established by said school for recording such information.

Reference: The Code of Alabama, Title 52, Section 305.
Code of Alabama, 1975, Section 16-28-15.

Reference: Alabama State School Attendance Register.

Religious Absences
JBF-10.307

A student shall be excused for official religious holidays when the student's parent or legal comes in person to the school and signs a request for the student to be absent for this purpose. When this procedure is followed, the student's absence will be excused. Said students shall be allowed to make up school work missed during such absences.

Reference: The Code of Alabama, Title 52, Section 305.
Code of Alabama, 1975, Section 16-28-15.

Students Leaving School Grounds

JBDA-10.308

Students may be permitted to leave the school grounds provided written parental permission is presented to and approved by the local school principal or his designated representative.

Any student violating this policy shall be subject to disciplinary action by the local school principal.

Truancy
JBE
10.309

Truancy is the habitual and unlawful absence from school. In accordance with Alabama School law, the parent or legal guardian is responsible for requiring any student under his control or charge and under sixteen(16) years of age to attend school regularly except for legal absences as defined by Alabama School law and State Board of Education rules and regulations. Provided a student under sixteen(16) years of age becomes a truant, the parent of legal guardian of said student may be guilty of a misdemeanor and subject to punishment by law.

Provided the parent or legal guardian files a written statement stating that he or she is unable to control such student, the student may then be subject to action of the juvenile court.

Reference: The Code of Alabama, Title 52, Section 304.
Code of Alabama, 1975, Section 16-28-14.

Release Time

JBF--10.310

Students may receive released time from school during the regularly scheduled school day for the purposes of participating in instructional activities co-sponsored by the school and outside agencies, for participating in educational activities not offered by the school, and for hardship employment.

A student must request in writing said permission for released time. Said request shall be through the parents or legal guardians to the principal of the local school. The principal shall approve or disapprove the requests. Said requests shall remain on file in the principal's office and shall relieve the school of all responsibility for the student during released time when such has been approved.

Student Rights And Responsibilities
Freedom of Expression

JC- 10.40

Freedom of Speech is a constitutional right guaranteed to all citizens. The School District shall make every effort to provide for the free expression of ideas by students. Said right shall only be curtailed when its exercise materially and substantially interferes with the educational process. No student shall have the right to interfere with the educational process of other students. Nor shall any student exercise said Freedom of Expression in a manner which infringes upon the right and obligation of this School District and its schools to maintain a proper atmosphere for learning since such is a compelling state interest.

All students shall be free to express their points of view in an orderly manner in keeping with democratic ideas.

All students shall have the freedom to exercise the right of legal protest through proper channels, providing that such protest does not materially and substantially interfere with the educational program of the School District (which includes the local school) or result in harm to other individuals.

All students shall have the responsibility to grant the same rights and freedoms to other individuals and to develop tolerance for the viewpoints and opinions of others and to recognize the right of other individuals to form and hold different points of view.

Reference: Tinker v. Des Moines Independent Community School District 393 U.S. 503 (1969).

Due Process
JCAA·10.401

All students are entitled to and shall be afforded procedural due process relative to disciplinary measures. The degree of due process afforded shall be proportionate to the severity of the contemplated severity of the penalty. Adequate notice of the rules and regulations in existence at the local schools shall be provided for each student in a properly designed student handbook.

In addition, said rules and regulations shall be given wide dissemination through a variety of means, i.e., oral reviews, explanations to parent groups, publication in student newspapers. Policies of the Board of Education relative to pupil discipline shall be included in handbooks.

Rules and regulations adopted by local schools shall meet the criteria of fairness and reasonableness in order that said rules and regulations might be considered legally defensible.

As proof of receipt of the handbook and concomitant adequate notice of the rules and regulations in existence, each student shall be required to sign a receipt when issued the handbook. Should said student refuse to sign said receipt, this fact shall be noted and reported to the principal.

Relative to the above, handbooks shall be provided for students free of charge. The receipts shall be placed in the students' permanent record file and kept in said location for the duration of the current scholastic school year.

Suspension Procedures

According to legal precedent as well as educational research, suspension of a student from school is a serious event in the life of said student. If permanently recorded, said suspension could seriously jeopardize the student's standing with teachers as well as future employment possibilities. For these and associated reasons, all procedures relative to suspension must strictly adhere to those listed below.

A. An initial determination must be made by the local school principal that the student has been given adequate notice of the rules and regulations in existence at the school. This determination must also establish that said rules are not arbitrary, capricious, or too vague to be understood, and thus legally unenforceable.

B. The offense committed by the student should be written down on a standard type of referral card. Information should specify the offense, time and place when committed, and previous efforts to solve the student's problems through more lenient means. This contains the charges and shall be read to the student. Said student shall be permitted to examine the card.

C. Any other evidence relative to the charge being brought against the student must be explained in the student's presence. The person bringing the charge should be present.

D. The hearing shall be fair and impartial. The hearing officer, most often the local school principal or assistant-principal shall keep a record of the proceedings and must be able to demonstrate that the hearing provided the student a fair hearing, trial, and judgment.

E. Once the evidence has been explained, the student must be given an ample opportunity to present his or her side of the story, an opportunity to refute the charges, and an opportunity to show that the rules are demonstrably arbitrary, capricious, too vague or otherwise unenforceable.

F. Since a suspension hearing is a non-adversary proceeding, courts have ruled in an overwhelming number of cases that legal counsel is not required. Should the student bring legal counsel, however, said counsel shall be permitted to remain, though his role shall be limited.

G. If the decision is impartially made to suspend the student, notice of said decision shall be sent to the student's parent or legal guardian. Said notice shall be on the form approved by the Board of Education and shall specify the offense, relevant data from the hearing, and the decision.

A copy of said notice shall be remitted to the Superintendent of Schools and a copy shall be filed in the principal's office.

H. The student must be adequately appraised of his right to appeal the suspension to the next level of authority, namely the Superintendent of Schools or his designated representative.

Said notice of the right to appeal shall also be contained in the notice sent to parents or legal guardians.

Though the above due process guides reflect the recent court opinions, they shall not limit those administrators or boards of education who desire even more stringent restrictions in order to provide a maximum degree of fairness to the student. In addition to the above guides, therefore, procedural due process guides within this School District shall include:

A. The school principal shall, prior to any hearing, notify the parent or legal guardian of the student, in writing, by certified mail, return receipt requested, of the hearing date, time, and the charge or charges.

B. The student's parent or legal guardian shall be present for the hearing. A hearing shall not be conducted in the absence of the student's parent or legal guardian. Parents shall be permitted to freely advise the student and ask any relevant questions.

Reference: Goss v. Lopez, 95 S.Ct. 729(1975) ; Dixon v. Alabama State Board of Education, 294 F. 2d 150(5th Cir., 1961)

Search of School Properties By School Officials and Basis

JCAB-10:402

Desks and lockers are public property and school officials may make reasonable regulations regarding their use. Students, however, have the right to a reasonable amount of privacy in their lockers and desks. Indiscriminate searches are, therefore, not permitted.

If, however, the principal has reasonable cause to believe that some material either illegal or seriously damaging or otherwise dangerous to the discipline of the school is present within a locker, desk, or other form of school property, said principal shall be authorized to inspect such property to ascertain whether such material is present.

Barring abnormal conditions, the student shall be contacted and requested to be present during the search of said property. If exigency exists to make said inspection without delay, the burden of proof of said exigency shall rest with the principal. A third party must,however,be present.

Items specifically prohibited by law, board policy, or local school regulations may be impounded. The student, in such cases, shall be given a receipt for any items impounded by school officials. Parents or legal guardians shall also be notified of any items impounded.

Reference: State v. Stein, 203 Kan. 638, 456 P. 2d 1 (1969).

Search of Individuals
JCAB-10.403

Whereas a student cannot, reasonably, expect school owned property to be free from inspection, he can reasonably expect his or her person to be from search. Therefore, said searches shall only be made in accordance with the following procedures.

The principal shall first establish that(a legally defensible belief of)reasonable cause exists relative to illegal materials or materials materially and substantially harmful to the discipline of the school being carried on the person of a student.

The search of the student shall be done in private by a school official of the same sex as the student. In all cases a third party, also of the same sex, must be present during the search.

In all situations necessitating the search of a student's person, the principal or his or her designated representative shall notify the student's parent or legal guardian of the action. Such notice shall include the findings as well as the basis for the reasonable cause used to justify said search.

Reference: Robert L. Ackerly, former legal counsel to NASSP.

Reference: A Legal Guide to the Development and Administration of Pupil Personnel Policies.

Interrogation by Public Officials
JCAC-10.404

When law enforcement officers make it known that they wish to talk to a student, while under supervision of the school, the student will be called to the office of the principal and in the presence of the officers the student's parent or legal guardian shall be notified by the school principal or his designated representative of the situation. The student will then be informed of the following choices:

A. The student may converse by phone with his parent or guardian;

B. The student may decline to talk with the officers until his parent or legal guardian is present;

C. The student may talk with the officers either in or outside the presence of a school official.

In case an arrest warrant is presented by law enforcement officers, the school principal or his designated representative shall make every attempt to notify the parent or legal guardian of the student in question prior to his removal from the school premises.

Code of Conduct
JCDA-10.405

As a first step in provision of due process, each local school shall establish a fair and reasonable code of conduct concerning the governance of pupil personnel. Said code shall consider both the rights of students and rights of the school to provide for all students the proper atmosphere for learning.

Policies of this Board of Education which pertain to Pupil Suspension, Pupil Expulsion, Dress and Appearance, and other areas of pupil discipline as may be developed shall be placed in the local school handbook and be given wide dissemination through various means.

Each local school principal shall submit, each year, to the Superintendent of Schools the local school code of conduct. At a meeting to be designated each year by the Board president, said codes of conduct shall be reviewed. Said conduct codes shall be clearly and precisely stated.

Note: The necessity of adequate notice of the rules in existence at the school is a prerequisite to punishment of a pupil for violation thereof as determined by the United States Supreme Court in, among others, the litigation cited below.

Reference: Supreme Court reasons noted in Goss v. Lopez, 95 S.Ct. 729(1975), and Baker v. Owen, 395 F.Supp. 294(1975).

Student Conduct
JCD-10.406

All students of the School District are charged with the responsibility to conduct themselves in a manner appropriate to good citizenship everywhere. Student conduct shall be founded on the basis concept of respect and consideration for the rights of others.

Policies of this Board of Education as well as rules and regulations pertinent to students shall be developed cooperatively by the Board and school personnel who shall consider any suggestions made by students. Said policies, rules and regulations must be approved by the Superintendent of Schools and the Board of Education.

Smoking
JCDAA
10.407

Elementary and Junior High Students

Smoking and/or possession of tobacco on or in all school properties is hereby prohibited.

Senior High Students

Senior high schools may permit smoking in designated areas provided the designated areas are outside the school buildings. All students who smoke must have proof of parent or legal guardian approval on file with the local school principal.

Any student violating these policies shall be subject to disciplinary action by the school principal.

Professional school personnel shall organize and maintain intensive programs of education designated to make students fully aware of the hazards of smoking.

Reference: The Code of Alabama, Title 52, Section 536.
Section 536 of Title 52 deleted.
Superseded by Code of Alabama, 1975, Title 16, Chapter 41, "Drug Abuse Education..Act of 1971."

Alcohol Use
JCDAB-10.408

No student shall use or have in possession any alcoholic beverage while he is on the school premises, under the jurisdiction of school activities or on the way to and from school or a school activity.

Any student violating this policy shall be subject to disciplinary action by the local school principal.

Professional school personnel shall organize and maintain intensive programs of education designed to make students fully aware of the hazards of alcohol.

Reference: The Code of Alabama, Title 52, Section 536.
Section 536 of Title 52 deleted.
Superseded by Code of Alabama, 1975, Title 16, Chapter 41, "Drug Abuse Education Act of 1971."

Drug Use
JCDAC -
10.409

The Board of Education, in recognizing the increased incidence of drug use by students, instructs its Superintendent of Schools to take immediate steps to improve the educational program so that students are made aware of the physical and psychological dangers incurred through the improper use of drugs.

All local school principals are instructed to cooperate fully with law enforcement agencies and are to report to them any and all information that would be considered beneficial in their efforts to stem this increase in illegal drug use.

The Superintendent of Schools is also instructed to take immediate steps to prevent any person from coming upon the campus of any school in the School District who is in possession of or under the influence of alcohol, marijuana, hallucinogenic drugs, or narcotics of any kind.

Be it further resolved that the administration make arrangements to cooperate with the local, state, and federal narcotic officers in the detection, prevention, and prosecution of any and all possible violations.

Students violating this policy may be subject to punishment by law. School discipline shall be imposed independently of any action taken by legal authorities.

Reference: The Code of Alabama, Title 52, Section 536.
Section 536 of Title 52 deleted.
Superseded by Code of Alabama, 1975, Title 16, Chapter 41,
"Drug Abuse Education Act of 1971."

Dress Code

JCDB
10.410

Students' appearance should be neat and clean. Dress and appearance which causes material and substantial disruption of the educational process or presents health or safety problems shall not be permitted; otherwise, dress and appearance are the responsibility of parents.

Procedures

1. When a local school principal thinks that a student is in violation of this rule and the student refuses to correct the alleged violation, a conference will be held with the student and his parent or guardian relative to problem resolution.
2. If the parent is unwilling or unable to restrain or correct the problem, and the problem is deemed by the administrator to amount to disruption or to endanger the health or safety of the student concerned or other students, the administrator shall take the appropriate disciplinary action.
3. In those cases where the degree of disruption is apparent, the principal shall make a value judgment relative to the exigency for immediate disciplinary action prior to any parental or guardian conference. In such cases the good of the school must take precedence over amicable attempts to resolve problems.

Dress for Physical Education

Students, who for religious reasons, do not choose to dress in prescribed physical education attire shall be given the opportunity to choose an alternate attire in keeping with religious beliefs and the goals and objectives of said class.

Reference: Tinker v. Des Moines Independent Community School District, 393 U.S. 503(1969).

Jackson v. Dorrier, 424 F.2d 213 (6th Cir. 1970)

Complaints and Grievances
JCE-10.411

In the event a student or group of students would like to appeal a decision made by the administration of the school, the student(s) shall notify the local school principal of proposed actions and then, if necessary, present the item in question to the student government.

If the student government feels the item question is justified, it should be discussed with the school administrative staff. If the item is still unresolved it should be discussed with the total faculty of the school by the school adminstrative staff and representative students of the student government.

If a student government does not exist, the item in question should be brought to the attention of the local school principal and then, if necessary, presented to appropriate faculty members. If faculty members believe the appeal is justified , it should then be discussed with the school administrative staff by the designated faculty members and representative students. If the item is still unresolved, it should be discussed with the total faculty of the school by the administrative staff and representative students.

Corporal Punishment
JDA-10.501

Corporal punishment shall be administered only as a last resort in disciplining students. Corporal punishment must always be a deliberate, well-thought out action on the part of school officials. Those procedural due process safeguards outlined in this section shall be afforded all students. Corporal punishment shall not be administered without the express permission of the principal of the school.

Due Process Guidelines

For the use of corporal punishment to survive judicial scrutiny, the following procedural due process safeguards must be present in each case involving administration of corporal punishment.

A. Except for those acts of misconduct which are so anti-social or disruptive in nature as to shock the conscience, corporal punishment may never be used unless the student was informed beforehand that specific misbehavior could occasion its use; and, subject to this exception, it should never be used as a first line of punishment.

Its use should follow specific failure of other corrective measures to effect student behavior modification.

B. A teacher or principal must punish corporally in the presence of a second school official(teacher or principal), who must be informed beforehand, and in the student's presence of the reasons for the punishment.

C. In cases where a student protests innocence of the offense or ignorance of the rule, a brief but adequate opportunity should be provided for the student to explain his side of the situation.

D. School officials who have administered corporal punishment must provide the child's parents or legal guardians, upon request, a written explanation of the reasons and name of the school official who was present as a witness.

In addition to the above Supreme Court mandates, the following shall apply to any use of corporal punishment in schools of this School District.

A. Corporal punishment shall be administered in the office of the principal or in such place or places as may be designated by the principal.

B. Corporal punishment shall not be administered in the presence of other students.

Reference: Baker v. Owen, 395 F. Supp. 294 (1975).

Detention
JDB-10.502

Senior High

Students may be detained for disciplinary purposes at the discretion of the local school principal and professional staff of individual schools. Provided a student is detained after school hours, the student must be given notice of such detention in time to notify parents or legal guardians and arrange for necessary transportation. Students shall not be required to remain after school for more than one hour daily for detention purposes.

Transported students shall not be detained after school on an involuntary basis without the consent of the parent or legal guardian.

Junior-High and Elementary

Provided a junior-high or elementary student is detained after regular school hours, the above provisions shall be observed and, in addition, the local school principal or professional staff member shall notify said student's parent or guardian prior to detention.

Disciplinary Probation

JDC-10.503

Students may be placed on disciplinary probation for just cause by the administrative staff of indicidual schools. Provided a studen is placed on disciplinary probation, the student and the parent or legal guardian shall be notified in writing of the causes of probation and possible disciplinary action for probation violation. The notification shall include the procedures or actions the student should take to be removed from probationary status.

Suspension
JDD-10.504

A student may be suspended from school as a result of serious misbehavior. The authority to suspend a student from school rests entirely with the principal of each school.

Procedures concerning suspension shall at all times adhere to the criteria specified in Section JCAA(9.401) this Cover.

All suspensions should be for a specified number of days, not to exceed five(5) school days. Any deviation from said pattern shall require the authorization from the Superintendent of Schools. With such authorization the principal may suspend a student until such time as the Board renders a decision on recommendations by the Superintendent of Schools for expulsion of said student, provided the Board renders a decision at the next regular meeting. Provided the Board does not render a decision at its next regular meeting date, the student shall be readmitted to school until such time as the Board renders a decision.

Provided the student is suspended,following a hearing which affords the applicable due process criteria, the principal shall notify the student's parent or legal guardian in writing on forms prescribed by the School District, of the action taken, cause or causes for such action, effective dates of suspension, and/or specified requirements to be met prior to readmission.

Reference: ~~The Code of Alabama, Title 52, Section 1(9).~~
Code of Alabama, 1975, SEction 16-1-14.
Reference: Goss v. Lopez, 95 S.Ct. 729 (1975). Dixon v. Alabama State Board of Education, 294 F.2d 150(5th Cir.1961).

Expulsion
JDE-10.5.05

A student may be expelled from school if an offense is serious enough to warrant such action. The authority to permanently expel a student is retained by the Board of Education who alone can approve such an action.

The Board of Education hearing relative to expulsion as well as all preliminary steps concerning said hearing shall fully comply with the applicable proceduaral due process criteria. The hearing shall be of an adversary type; thus legal counsel, cross-examination, and similar variables associated with adversary proceedings shall be included.

The local school principal may suspend the student pending the decision of the Board to expel said student provided the Board of Education renders a decison at its next regular meeting. Provided the Board does not render a decision at its next regular meeting date, the student shall be readmitted to school until such time as the Board renders a decision.

Provided a student is recommended for expulsion, the local school principal shall notify, in writing , with a copy to the Superintendent of Schools, the student and parent of legal guardian of the action taken and cause or causes of such action.

The Superintendent of Schools shall notify, in writing, the parent or legal guardian of action taken by the Board.

Reference: The Code of Alabama, Title 52, Section 1 (9).
Code of Alabama, 1975, Section 16-1-14.

Reference: Wood v. Strickland, 95 S.Ct. 992, 1000-1001 (1975).

Student Guidance Program

JE-10.601

The Board feels that all students within the School District should have the benefit of a functional guidance program, regardless of the grade level. The academic years of students are critical ones and are a time when proper guidance by the home and school are vital to the development of individuals.

Therefore, the School District and local schools shall cooperatively develop a program of guidance to meet the needs of the students of the School District. The guidance program shall encompass the areas of educational guidance, personal guidance, and vocational guidance.

The guidance program shall utilize the professionally trained counselors and teachers and shall provide the following.:

1. Counseling services for all students on an individual and/or group basis.
2. Information for students necessary to make wise decisions concerning educational, vocational, or personal planning.
3. Counseling services for students concerning achievement and aptitude.
4. Testing programs that will assist students to better understand themselves and assist teachers to better understand the students with whom they are working.
5. Assistance for students needing more intensive diagnosis.
6. Assistance for students and teachers to help improve communication between the school and home.
7. Follow-up studies of former students to facilitate evaluation of the total school program.

Reporting Student Progress
JFA-10.602

Reports concerning student progress shall be made to the parent or legal guardian of all students in the School District at least six (6) times during the scholastic school year. Individual schools may make additional reports to the parent or legal guardian of a student or group of students when, in the opinion of the principal and professional staff members, the situation warrants such reports.

Report Cards
JFAA-10.603

Report cards are for the purpose of transmitting an evaluation of students' progress to the student and his or her parents or legal guardians. Report cards shall be issued at least six (6) times during the scholastic year to all students enrolled in the schools of the School District.

All report cards used by the schools of the School District shall be approved by the Board. Any change in report card forms used by the School District shall be preceded by a cooperative study and evaluation by students, teachers, principals, and parents.

Student Conferences

JFAB-10.604

The Board encourages professional school personnel to engage in conferences with students concerning the students' academic achievement. Insight and understanding into the cause or causes of unsatisfactory academic achievement can often be gained through student-personnel conference. Professional school personnel and students should always attempt to create an atmosphere that will allow and encourage student-personnel conferences.

Parent Conferences
JFAC- 10.605

The Board encourages parent-school personnel conferences. All professional school personnel shall provide time (within reason) for conferences with parents when the parent indicates a desire for such a meeting. Teachers are encouraged to contact and schedule parents' conferences concerning the academic achievement of students.

Parent-school personnel conferences should be scheduled in such a way as not to interfere with said personnel's teaching responsibilities.

Promotions and Retentions

JFB- 10.60

The general policy of this Board is to encourage and assist all students to move along in a continuous growth pattern of academic achievement in harmony with normal social and emotional development. The decision to promote or retain a student rests with the combined views of the teacher, principal, appropriate supportive school personnel.

The guiding philosophy for promotion and retention of students within the School District shall be what is in the best interests of the student.

Graduation
JFC-10.607

The senior-high schools of the School DIstrict shall plan appropriate graduation programs for said schools on a date approved by the Superintendent of Schools. Elementary and junior-high schools may hold promotion exercises but formal graduation programs for these grades shall be prohibited.

All senior-high school students must be graduated in accordance with the Carnegie Unit provisions outlined in the Alabama Course of Study and appropriate local requirements.

Graduation Requirements
(State - Local)
JFC-R-10.608

Graduation requirements shall meet the minimum standards as defined in the Alabama Course of Study. Requirements above and beyond the state approved minimum may be added by the schools of the School District, provided they are approved by the Board. The state minimum requirements for units earned in grades 9 - 12 are as follows:

9th Grade

1	Unit	English
1/2	Unit	Alabama History
1/2	Unit	Civics(Current Issues)
1	Unit	Health and Physical Education

10th Grade

1	Unit	English
1	Unit	Health and Physical Education

11th Grade

1	Unit	English
1	Unit	American History
1	Unit	Health and Physical Education

12th Grade

1	Unit	English
1/2	Unit	American Government
1/2	Unit	Economics
1	Unit	Health and Physical Education

In addition to the above, one (1) unit in science, one (1) unit in mathematics, and 1/2 unit in Driver Education (Student must be fifteen (15) years of age to take this course). Driver Education may be taken in any grade above the eighth grade.

Four (4) units in physical education are required of all students, except that, students participating band, area vocational school for two or more hours daily, and vocational work programs may be exempt from the physical education requirement.

Student Insurance Programs

JGA- 10.609

The Board shall contract with a reputable insurance company to provide low-cost student accident insurance for the students enrolled in the schools of the School District. The insurance program is a service to the students and may be particiapated in by all students of the School District on a voluntary basis.

The Board shall require a student in certain curricular or extracurricular activities areas to include junior-high and senior-high athletic participants, vocational technical school students, Agribusiness students, driver education participants, cheerleaders, and band to participate in the school accident insurance program or file with the school principal a statement from the student's parent or legal guardian that said student is adequately protected against accedents that may occur while participating in said activities.

Student Health Services

JGC-10.610

The Board shall endeavor to provide necessary health services for all students of the School District. The School District will cooperate with all local and State Health Agencies to provide the most comprehensive student health services possible.

Examinations-Vision and Hearing

The School District may provide vision and hearing screening examinations for all students in the School District. Students may request such examinations when school or Public Health professional personnel are scheduled for examinations in said student's school. Students may be referred for such examinations by members of the school staff and other supportive school personnel.

Examinations - Dental and Medical

The School District may provide dental and medical examinations for specified students of the School District. Students may be referred for such examinations by members of the school staff and other supportive school personnel.

Written parental approval must be obtained before such examination. However, when in the opinion of school officials, a student's health condition may be dangerous to other students, a medical examination may be required by school officials.

Medication

Members of the school staff shall not adminster internal medication to students except in cases where it is prescribed and reqsted in writing by the parent, guardian, or family physician.

First Aid

All schools of the School District shall store adequate first aid supplies for emergency situations. Members of the school staff may administer first to students in case of emergency. When practical, parent or legal guardian contact should be made before administering first aid to students.

Immunizations
JGCB-10.611

Immunizations against typhoid, diphtheria, whooping cough, tetanus, measles, Rubella, and polio shall be required before a student can be enrolled in the first grade in schools of the School District.

Provided a student transfers into the School District from another school district or state, immunizations defined above shall be required before the student can be enrolled in the schools of the School District, unless proof of immunization is provided by the parent or legal guardian.

Reference: The Code of Alabama, Title 52, Section 553.
Code of Alabama, 1975, Section 16-29-1 and 16-30-1
Act No. 1269, 1973 Regular Session.

Communicable Disease

JGCC-10.612

A student with a communicable or contagious disease shall be ineligible to attend schools in the School District for a period of time as may be prescribed by the local Health Department, school nurse, or a physician.

Reference: The Code of Alabama, Title 52, Section 553.
Code of Alabama, 1975, Section 16-29-1.

Student Psychological Testing
JGDA-10.613

The School District shall provide for psychological testing of specified students. In all cases, written permission from the student's parent, or legal guardian shall be secured by appropriate school officials prior to psychological testing of any student in the School District.

Emergency Drills
JGFA-10.614

Special drills will be planned by the local school principal and staff to assure the orderly movement and placement of students in the safest available areas.

Fire Drills

An orderly plan for evacuation of students and staff, in case of fire, shall be developed by the principal and staff of each school in the School District. Plans shall be developed in cooperation with local fire department officials and rules and regulations as may be set forth by Alabama law and the State Fire Marshal's office.

Fire drills shall be held in each school at least once a month and a report filed with the Superintendent of Schools. Fire exit plans shall be posted in each school in all rooms occupied at any time by students.

Civil Defense Drills

Local school principals shall cooperate with local Civil Defense officials to plan and implement drills that would help to insure the safety of students and staff in the event of a national or local emergency.

Tornado Drills

Weather warning definitions.--In order that action to be recommended be effectual in the correct time frame, the following storm warnings used by the Bureau of Weather Services are defined in order of severity.

A. Severe Thunderstorm Watch

Means that weather conditions are such that a severe thunderstorm may develop

B. Severe Thunderstorm Warning

Means that a severe thunderstorm has developed and will probably affect those areas stated in the weather bulletin.

C. Tornado Watch

Means that weather conditions are such that a tornado may develop.

D. Tornado Warning

Means that a tornado has been formed and sighted and may affect those areas stated in the weather bulletin.

Recommended actions.--The following actions coincide with the conditions cited above.

A. Severe Thunderstorm Watch

Those in charge are to review the severe weather plan of operation.

B. Severe Thunderstorm Warning

Relocate all students from portable classrooms and play areas to the main school building or building designated as storm location building.

C. Tornado Watch

Notify all teachers of impending weather conditions and open all transom windows and doors between classrooms and corridors.

D. Tornado Warning

All students are to be relocated to the inner corridors or areas designated as safest places by the Civil Defense Authorities.

Tornado Warning Period
General Procedures
Drill Procedures

A. During the warning the students should be seated on the floor with their backs to the corridor walls or inner walls of the building. Coats and jackets should be used to cover students' heads, arms, and legs, so as to reduce the number of injuries from flying missiles of glass or other debris.

B. Exterior doors leading into the corridors should be opened. If the designated location is different from the corridors, doors leading to said location should be opened.

C. Tornado drills should be carried out by all schools within the School District under the direction of the local school principal at least four(4) times during the school year during the months of September, October, January, and February. A statement signed by the principal shall be transmitted to the Superintendent of Schools following each of the four(4) drills attesting to the fact that such drills were carried out in the manner herein prescribed.

D. Each school within the School District shall establish, with the assistance of Civil Defense personnel, procedures to be operant during the alert period. First aid, communications, floor leaders, and similar concerns must be worked out in each school under the direction of the principal.

Each school shall maintain one battery powered radio tuned to Civil Defense and one battery powered light.

Warning systems relative to the emergencies other than fire shall be through use of an air horn rather than through use of bells.

Dismissal Precautions
(Safety)
JGFC
10.615

Each school principal and staff shall develop a plan for the orderly and safe dismissal of all students. The plan shall encompass the following:

A. The provisions for proper supervision of students who must remain in the school building after normal school hours.

B. Provisions for safe loading of students who utilize school transportation.

C. Provisions for safety of students when school buses are departing from the school campus.

D. Provisions for the safety of students when automobiles and other motorized vehicles are departing the school campus.

E. Privisons for safety of students when school is dismissed early and/or closed for emergency reasons.

Automobile and Motorized Vehicle Use by Students

JGFF-10.616

Students operating motorized vehicles on school premises shall do so in accordance with Alabama traffic laws and such rules and regulations as may be formulated by local school officials.

Violation of this policy may result in arrest and prosecution in accordance with Alabama law and/or independent disciplinary action by local school officials.

Accidents
JGFG- 10.617

Students should report all school-related accidents in which they are involved to designated school officials. Failure to report such accidents may result in loss of privilege to make claim on student accident insurance program.

First Aid

JGFGA
10.618

All schools shall store adequate first aid supplies for emergencies. Members of the school staff may administer emergency external first aid to students. Members of the school staff shall not administer internal medication to students except in cases where it is prescribed and requested in writing by the parent, legal guardian, or family physician.

Members of the school staff may, upon notification of the school principal or his designated representative, take a student to the nearest medical emergency treatment facility for emergency treatment. In all cases, the school principal or his designated representative shall attempt to notify the student's parent or guardian of the emergency, and, when practical, have the parent or legal guardian transport the student to the emergency treatment facility or the family physician.

Student Transportation

JGG- 10.619

Transportation to and from school shall be provided by the Board to eligible students of the School District. The transportation program shall be operated in accordance with the provisions of the Code of Alabama and State Board of Education rules and regulations. The primary consideration of the transportation program shall be the safety and welfare of students.

Policies pertaining to student safety and the transportation program are as follows:

A. Students or driver may not smoke while being transported by school transportation.

B. Students or driver may not eat or drink while being transported by school transportation.

C. Students having to stand because of a lack of seating space shall stand as far back in the bus as possible.

D. Students should not attempt to talk to the bus driver while the bus is in motion.

E. Students should not throw articles from the bus at any time.

F. Students shall not get off the bus at any point from point of departure until they reach their destination except in cases of emergency.

G. Students should not extend arms or any portion of the body out of the windows at any time.

H. Students should remain seated until the bus comes to a full stop. There shall be no moving permitted while the bus is in motion.

I. The driver is in charge of the students while they are riding the bus; he shall be fair but firm with students relative to discipline.

J. The driver has the right to assign seats, if necessary, to promote order on the bus.

K. Students who persist in creation of discipline problems present a hazard to the safety of others. If initial corrective measures fail to bring about the desired behavior modification, said students shall be suspended from riding the bus by the principal for set periods of time.

L. Promptness is a vital ingredient to efficiency. Both drivers and students are to be on time. The bus driver should never be early and late only when justifiable. Students who are tardy can not expect the driver to delay the entire route to wait for them. Said student may be left if consistently tardy.

M. Students who deface seats or other equipment on the bus and are proved guilty of such vandalism shall be required to pay for the damages.

Should students by their behavior show unwillingness to abide by the above policies, this Board of Education reserves the right to deny said students the privilege of being transported at public expense. The authority to maintain discipline on all school operated vehicles is delegated to the local school principals.

School Lunch Service

JGH-10.620

Each school in the School District shall maintain a quality school lunch program as a service to students. All lunches served shall meet the standards as provided in federal, state, and local laws and/or rules and regulations.

The supervisor of the school lunch program and local school officials shall always seek to provide students with a nutritious and well-balanced meal at a nominal charge. The school lunch program shall be operated in an economically sound manner, but shall not seek to make a profit at students' expense.

The local school principal shall be directly responsible for the operation of the lunchroom located at his or her school.

Students' participation in the school lunch program shall be subject to Board policy and such rules and regulations as may be developed by local schools.

Free and reduced price lunches shall be available to qualified students. It shall be the responsibility and duty of local school principals to disseminate information concerning free and reduced price lunches to all students in their schools.

Student Activities

JH-10.621

School sponsored activities are a vital part of students' lives and of the total school program. Therefore, the Board encourages the professional staff and students of the schools within the School District to cooperatively plan and implement appropriate student activities to meet the needs of all students.

All school sponsored activities must have prior approval by the local school principal, activity sponsor, and the Superintendent of Schools.

All school sponsored student activities shall be under the control of the local school principal or his designated representative.

All school sponsored activities shall be adequately supervised by a member or members of the school professional staff.

Student Activity Fees
JHA- 10.622

Students shall not be assessed fees for the purpose of supporting general student activities. Participation in student activities shall be on a voluntary basis by all students. All fees to support student activities shall be approved by the local school principal, the activity sponsor, and the Superintendent of Schools.

Activity Funds Management
JHB- 10.623

All student activity funds shall be under the control of the local school principal. Such funds shall be accounted for in accordance with financial bookkeeping procedures approved for use by the School District. All fees collected shall be properly received and expended only through the writing of checks.

Expenditures of such funds shall be approved by the local school principal and activity sponsor.

All funds of the School District shall be subject to periodic financial audits by the Superintendent of Schools and the Board. Said funds shall also be subject to State audit.

Student Clubs and Organizations

JHC-10.624

The Superintendent of Schools, local school principals, school staff members, and students shall establish regulations for the operation of school-sponsored clubs and organizations that operate for the welfare and the best interests of the students and the school. School-sponsored clubs and organizations shall be under the direct control of school officials. Such clubs and organizations shall not be affiliated or associated with any political or religious organization or any organization which denies membership on the basis of race, creed, color, national origin, or political beliefs or other discriminatory basis.

All school-sponsored clubs and organizations shall be under the control of the local school principal.

All school-sponsored clubs and organizations must meet the following criteria:

A. Every school club or organization shall be sponsored by a member of the faculty approved by the principal of the school. Every organization must have the approval of the sponsor in advance for the time and place of all meetings and all social and athletic events and other activities of the organization.

All meetings shall be on campus and the sponsor shall be present throughout such meetings. All other activities held outside the school or off campus must have prior approval of the principal. A sponsor, or substitute sponsor approved by the principal, shall be present throughout all activities.

B. Every school-sponsored club shall have a constitution approved by the Student Council, if any, and by the principal of the school. Such constitution shall be kept on file in the school office.

1. The constitution shall contain a statement that all members must be students who are presently enrolled in the school of sponsorship.

2. The constitution shall contain qualifications for membership. Such qualifications shall not deny membership because of race, color, creed, national origin, or political beliefs, or sex.

3. The constitution shall contain a statement of the purposes of the club. The purposes shall not be contrary to the welfare or best interest of the students or the school, or in conflict with the authority or responsibility(ies) of the Board of Education and its employees.

4. The constitution shall contain a statement that there is no affiliation with any non-school club, any political or religious organization, or with any organization which denies members on the basis of race, color, creed, national origin, or political belief.

5. The constitution shall provide that the collection or dispersal of school-sponsored club funds shall be in accordance with the regulations set forth by the State, the School District, and the local school.

6. The constitution shall provide that speakers who are neither members of the student body, faculty, or administration of the school must have the approval of the sponsor and the principal.

7. Every club shall act only in accordance with its constitution and shall abide by all rules and regulations of the School District and the school.

C. Every school club, organization, or activity formed to foster the values inherent in ethnic cultures in an effort to recognize ethnic contributions to the American way of life shall promote a policy of open membership.

D. Authorization to conduct activities as an organization recognized by the school administration may be denied or revoked if:

1. The organization participates in, advocates, aids, or knowingly permits conduct by its members or others subject to its direction and control, which is contrary to the best interests of students or school, or which is in conflict with the authority or responsibility of the Board or any of its officials or employees.

2. The organization participates in, advocates, aids, or knowingly permits activities by its members or others subject to its direction and control, which are not authorized by the constitution of said organization which has been approved by the Student Council, if any, and the principal of the school.

3. The organization fails to comply with any Board policy or such rules and regulations as may be developed by local schools.

Student Council

JHCB-10.625

Local school personnel are encouraged to provide the opportunity for students to experience and understand the functional and theoretical aspects of representative government. Through representative government, students are provided the opportunity to take part in and influence the many aspects of student life and school functions and activities. The student council is a good means of providing students with such experience.

Local schools may and are encouraged to permit local school officials and students to cooperatively organize and operate a student council provided it is affiliated with and operates in accordance with the constitution, by-laws and/or rules and regulations of the National Association of Student Councils of the National Association of Secondary School Principals.

Student Publications
JHCC-10.626

Local schools may permit student publications provided said publication establishment is approved by the local school principal. A professional staff member shall serve as advisor and consultant to students in the preparation of student publications.

Such publications shall serve as a forum of ideals and shall be subject to those rules normally associated with responsible journalism.

Reference: Quarterman v. Byrd, 452 F. 2d 54 (4th Cir., 1971); Eisner v. Stamford Board of Education, 440 F. 2d 803 (2nd Cir., 1971).

Student Social Events

JHD- 10.627

All students social events sponsored by the school shall be under the control of the local school principal and/or his designated representative. All such events shall be approved by the local school principal and the Superintendent of Schools. All such events shall be held in accordance with such rules and regulations as may be developed by local scholl officials, the Superintendent of Schools, and this Board of Education. A member of the school's professional staff shall supervise and be in attendance throughtout the duration of the activity.

Community Activities and Performance by Students

JHE- 10.628

Many worthwhile and valuable experiences, both social and scholastic, are derived by students participating in various community activities. Students may be allowed to participate in community sponsored activities during the regular school day when approved by the local school principal and students' parents or legal guardians.

The following criteria should be used in determing whether or not students may participate in such activities.

A. The participation in the activity will benefit or enhance the students' educational growth and development.

B. The regular school schedule will not be interrupted unless the majority of students will benefit through their participation.

C. Neither an individual, group, or school shall be permitted to use school time to participate in community sponsored activities unless it contributes to the total educational program of the school or community.

Employment of Students Away From The School Campus

JJ-10.629

Student employment for seniors during regular school hours is permissible provided:

A. Employment does not in any way conflict with Alabama law.

B. Employment is approved by the counselor and principal.

C. Employment is approved in writing by the student's parent or legal guardian.

D. Employment does not conflict with student's school work.

E. Employment is necessary for student to continue in school.

F. The student is eligible legally for employment.

G. Proof of employment is furnished by said student's employer.

H. TThe student notifies the local school principal immediately when employment is terminated.

Solicitations of Students
JKA- 10.630

The School District shall strive to safeguard students and parents from undue solicitations. Outside organizations shall not be permitted to solicit, advertise, or sell goods or services through the schools of this School District unless authorized by the Superintendent of Schools.

Participation in any fund-raising or charity drive sponsored by the school or outside agency shall be entirely voluntary as far as each student is concerned. There shall be no cause for embarrassment to those who do not or can not participate or contribute.

All fund raising and charity drives sponsored by the local school must receive the approval of the principal and the Superintendent of Schools.

Solicitations by Students

JKB - 10.631

Local school officials are encouraged to keep school-sponsored activities that require solicitation by students to the minimum. Said school officials shall not permit students to sell goods or services, in places other than the school campus, during regular school hours.

All fund raising or charity drives sponsored by a school must receive the approval of the local school principal and the Superintendent of Schools.

Gifts by Students
JL-10.632

Student Gifts to Staff Members

When a student feels a desire to present a gift to a staff member, the gift shall not be elaborate or unduly expensive. The Board feels that letters of appreciation are more meaningful and more appropriate than gifts.

Student Gifts to the School

Only those gifts which are consistent with the educational goals of the school may be presented.

Student Gifts to Students

Students may present gifts to other students, as long as they are given on a voluntary basis.

Contests for Students
JM- 10.633

Participation in contests shall be optional with the individual school and the individual student. The schools of the School District may cooperate with outside agencies sponsoring worthwhile contests that are in keeping with the educational goals of the school. The following criteria shall be used for determining participation in contests by schools and/or students.

A. The educational aims of the school and the needs and interests of the students must be considered at all times.

B. Schools and their students shall not be used for private or commercial interest.

C. Schools and their students shall not be used for sales or promotional purposes.

D. Teachers and students shall be given consideration against added work and responsibilities.

E. Contests shall not be sponsored by schools when preparation of contestants creates a neglect of other students' educational experiences.

Married and Pregnant Students
Unwed Mothers
JQF - JQG
10.634 - 10.635

All contents of this plicy shall,in each and every situation, be in full accord with the Final Title IX Regulation Implementing the Education Amendments of 1972 and effective as of July 21, 1975. Said contents shall also be in accord with the Equal Educational Opportunity policy, contained under JAA(9.10) under this cover.

Marital, maternal, or paternal status shall not affect the rights and privileges of students to receive a public education nor to take part in any extracurricular activities offered by any school in this School District.

Pregnant students shall be permitted to continue in school in all instances where continued attendance has the sanction of the expectant mother's physician. The physician's approval of this continued attendance shall be on file at the school. The school administration is authorized to make special arrangements for the instruction of pregnant students relative to assisting said students in making up missed work.

Special educational programs may also be designed to meet special needs of these students. Participation may be encouraged but may not be made mandatory.

Reference: Final Title IX Regulation Implementing Education
Amendments of 1972, July 21, 1975.

Student Records
JR-10.636

An accurate cumulative record shall be maintained for every child enrolled in the schools of this School District.

No one but authorized school personnel, parents, or legal guardians shall have access to the cumulative record without a subpoena, or the written permission of the student and his parents. In those cases where the student is of legal age, being eighteen(18) years or older, rights formerly afforded to parents shall be afforded to the student.

Student records shall include all official records, files, and data directly related to children; including all material which is incorporated into each student's cumulative record folder.

If the student is under eighteen years of age, parents or legal guardians shall have the right of access within a ten day period from the date on which such request is received. Access shall include the right of examination, the right to challenge content, the right to make copies of the record, and the right to have the record content interpreted.

Challenges shall begin at the lowest level, that of the local school. In the event said challenge is not resolved, the matter shall be appealed to the assistant-superintendent. Within ten(10) days of receipt of said appeal, the assistant-superintendent shall conduct a hearing with the parent and the principal relative to the challenge.

Should the conference with the assistant-superintendent fail to resolve the issue, normal appeal procedures similar to the grievance procedures shall be followed.

When records are released to other schools to which a student has gone, parents or guardians must be notified of said release. Record data may be released to State Education Agencies and other governmental agencies in accordance with provisions of PL 93-380.

Record content can not be released to any other third party without the expressed written consent of the parent or guardian. When such consents are received, they shall be filed in the student's record.

All persons with the exception of school personnel who examine a student's record shall, following securance of the necessary approval, sign a written form indicating their specific interest for said review, their names, positions, and the date of examination.

Reference: Section "438" of Education Amendments of 1974.
(PL 93-380 or Buckley Amendment)

PART X

SELECTED READINGS ABSTRACTS
ON
EQUAL EDUCATIONAL OPPORTUNITIES

JAA 10.10 EQUAL EDUCATIONAL OPPORTUNITIES

REPORT NUMBER ED032351

TITLE BOARD ACTION AND STAFF COMMENTARIES ON THE RECOMMENDATIONS SUBMITTED IN MARCH 1962 BY THE CITIZENS ADVISORY COMMITTEE ON EQUAL EDUCATIONAL OPPORTUNITIES.

SOURCE DETROIT BOARD OF EDUCATION, MICH.

NOTE 79 P.

PUB DATE JUN 62

ABSTRACT

THIS DOCUMENT PRESENTS THE RECOMMENDATIONS FOR EQUAL EDUCATIONAL OPPORTUNITIES PREPARED IN 1962 BY A CITIZENS GROUP APPOINTED BY THE BOARD OF EDUCATION IN DETROIT, MICHIGAN. ALSO INCLUDED ARE THE BOARD'S ACTION ON EACH RECOMMENDATION, AND COMMENTS BY THE STAFF OF THE BOARD. COVERED ARE SUCH AREAS AS CURRICULUM AND GUIDANCE, ORGANIZATION AND ADMINISTRATION, PERSONNEL, SCHOOL COMMUNITY RELATIONS, AND PHYSICAL PLANT AND FACILITIES. (NH)

DESCRIPTORS

BOARD OF EDUCATION POLICY
CURRICULUM
EDUCATIONAL OPPORTUNITIES
GUIDANCE
SCHOOL COMMUNITY RELATIONSHIP
SCHOOL PERSONNEL
BOARDS OF EDUCATION
EDUCATIONAL FACILITIES
EQUAL EDUCATION
SCHOOL ADMINISTRATION
SCHOOL ORGANIZATION

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MICHIGAN

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JAA 10.10 EQUAL EDUCATIONAL OPPORTUNITIES

REPORT NUMBER ED103507

TITLE 'DEALING WITH RACIAL CONFLICTS IN SCHOOLS.'

AUTHOR(S) HOLMAN, BEN

NOTE 12 P.; SPEECH BEFORE THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS (LAS VEGAS, NEVADA, FEBRUARY 1975)

PUB DATE 10 FEB 75

ABSTRACT

IN DEALING WITH RACIAL TENSION AND CONFLICT, THR PRINCIPAL IS NOT LIMITED TO A WING AND A PRAYER AND BENIGN NEGLECT. THE ROOTS OF CONFLICT CAN BE IDENTIFIED. CONFLICT CAN BE PLANNED FOR AND UTILIZED CONSTRUCTIVELY. FOR 10 YEARS, IN APPROXIMATELY 2,000 INSTANCES, CONCILIATORS AND MEDIATORS OF THE COMMUNITY RELATIONS SERVICE HAVE STOOD SIDE-BY-SIDE WITH SCHOOL ADMINISTRATORS AS THEY STRUGGLED TO RESTORE AN ATMOSPHERE CONDUCIVE TO LEARNING IN A SCHOOL THAT HAD BEEN FACTURED BY RACIAL CONFRONTATION. EACH CASE REQUIRES ITS OWN TAILORING. BUT THERE IS A BODY OF TECHNIQUES AND METHODS WHICH CAN BE ADAPTED AND APPLIED AS NEEDED. ONE APPROACH IS EARLY DIAGNOSIS. IT'S STRANGE THAT IN THE FIELD OF EDUCATION, WHERE SO MUCH OF PRACTICE IS THE RESULT OF RESEARCH AND PLANNING, PROBLEMS OF RACIAL CONFLICT ARE OFTEN LEFT TO CHANCE. ONCE THE RESEARCH HAS BEEN DONE, THE PRINCIPAL CAN PLAN TO OVERCOME SOME, OF NOT ALL, OF THE PROBLEMS PERCEIVED. THE SEARCH FOR SOLUTIONS SHOULD NOT BE LIMITED TO THE BOUNDARIES OF CUSTOMARY PRACTICE AND TRADITIONAL APPROACHES. BUSINESS AS USUAL IS NOT LIKELY TO PROVIDE THE ANSWER. A POORLY RUN SCHOOL IS A PUSHOVER FOR CONFLICT. A WELL RUN SCHOOL HAS THE PROBLEM HALF LICKED. PLANNING AND PREPARING TO DEFUSE OR TO DEAL WITH RACIAL CONFLICT MIGHT BRING YOU 25 PERCENT CLOSER TO BEING HOME FREE. (AUTHOR/JM)

DESCRIPTORS
ADMINISTRATIVE PRINCIPLES
CONFLICT
DELINQUENCY
PRINCIPALS
RACIAL ATTITUDES
SCHOOL ADMINISTRATION
SCHOOL ORGANIZATION
VIOLENCE
ADMINISTRATOR ROLE
CONFLICT RESOLUTION
EDUCATIONAL ADMINISTRATION
RACE RELATIONS
RACIAL INTEGRATION
SCHOOL INTEGRATION
STUDENT ATTITUDES

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

JAA 10.10 EQUAL EDUCATIONAL OPPORTUNITIES

REPORT NUMBER ED030682

TITLE EDUCATING THE DISADVANTAGED CHILD. ANNOTATED BIBLIOGRAPHY.

SOURCE NEW YORK STATE EDUCATION DEPT. ALBANY.

NOTE 95 P.

PUB DATE OCT 68

ABSTRACT

THIS ANNOTATED BIBLIOGRAPHY WAS PREPARED UNDER THE SUPERVISION OF THE ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I, OFFICE OF THE NEW YORK STATE DEPARTMENT OF EDUCATION. CITATIONS ARE PRESENTED UNDER 17 HEADINGS WHICH COVER A WIDE RANGE OF FACETS OF THE EDUCATION OF THE DISADVANTAGED. THE TWO SECTIONS WITH THE GREATEST NUMBER OF ANNOTATIONS ARE THOSE CONCERNED WITH GENERAL REFERENCE WORKS AND WITH INTERGROUP RELATIONS. (NH)

DESCRIPTORS

ANNOTATED BIBLIOGRAPHIES
COMMUNITY INVOLVEMENT
DISADVANTAGED YOUTH
FAMILY INVOLVEMENT
INSERVICE EDUCATION
MIGRANT CHILDREN
PRESCHOOL PROGRAMS
PROGRAM DEVELOPMENT
SCHOOL ADMINISTRATION
STUDENT EVALUATION
STUDENT TESTING
AUDIOVISUAL INSTRUCTION
DEVELOPMENTAL READING
DROPOUTS
HANDICAPPED CHILDREN
INTERGROUP RELATIONS
MUSIC EDUCATION
PRESERVICE EDUCATION
REMEDIAL READING
SCHOOL ORGANIZATION
STUDENT PERSONNEL SERVICES
VOCATIONAL EDUCATION

EDRS PRICE MF-$0.75 HC-$4.20 PLUS POSTAGE

JAA 10.10 EQUAL EDUCATIONAL OPPORTUNITIES

REPORT NUMBER ED017599

TITLE AN IN-SERVICE PROGRAM TO PROVIDE GREATER EDUCATIONAL OPPORTUNITIES FOR CHILDREN ATTENDING DESEGREGATED CLASSROOMS IN THE CAIRO AND EGYPTIAN SCHOOL DISTRICTS, ALEXANDER COUNTY, ILLINOIS.

AUTHOR(S) OSBURN, MORRIS

SOURCE ALEXANDER COUNTY INTERMEDIATE SCHOOL DISTRICT, ILL

NOTE 6 P.

ABSTRACT

TEACHERS, SCHOOL ADMINISTRATORS, AND COMMUNITY LEADERS FROM TWO ILLINOIS SCHOOL DISTRICTS PARTICIPATED IN EIGHT 5-HOUR TRAINING SESSIONS TO RECOMMEND SOLUTIONS TO THE PROBLEMS WHICH HAD ARISIN FROM RECENT CLASSROOM DESEGREGATION. THEY INVESTIGATED THE EFFECT OF DESEGRAGATION ON EDUCATIONAL PROGRAMS, SCHOOL ORGANIZATION, AND SCHOOL PRACTICES, AND EXAMINED THE NATURE OF PREJUDICE. THE PARTICIPANTS WERE SPECIFICALLY CONCERNED WITH SCHOOL-COMMUNITY RELATIONS, ADMINISTRATIVE LEADERSHIP, AND SCHOOL BOARD RESPONSIBILITIES. LARGE GROUP PRESENTATIONS BY SPECIAL CONSULTANTS AND SMALL GROUP DISCUSSIONS WERE BASIC FEATURES OF THE SESSIONS. (LB)

DESCRIPTORS
ADMINISTRATIVE PERSONNEL
COMMUNITY LEADERS
INSERVICE PROGRAMS
RACIAL ATTITUDES
SCHOOL COMMUNITY RELATIONSHIP
SCHOOL ORGANIZATION
BOARDS OF EDUCATION
EDUCATIONAL PROGRAMS
INSTITUTES (TRAINING PROGRAMS)
SCHOOL ADMINISTRATION
SCHOOL INTEGRATION

IDENTIFIERS
CAIRO SCHOOL DISTRICT
ILLINOIS
EGYPTIAN SCHOOL DISTRICT

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

REPORT NUMBER ED018500

TITLE GRADE REORGANIZATION PREPARATORY TO THE ESTABLISHMENT OF THE FOUR YEAR COMPREHENSIVE HIGH SCHOOL.

AUTHOR(S) FRANKEL, EDWARD

SOURCE CENTER FOR URBAN EDUCATION, NEW YORK, N.Y.

NOTE 141 P.

PUB DATE SEP 67

ABSTRACT

THIS REPORT IS AN EVALUATION OF A NEW YORK CITY HIGH SCHOOL GRADE REORGANIZATION PLAN WHICH REMOVED THE NINTH GRADE IN 38 JUNIOR HIGH SCHOOLS IN DISADVANTAGED AREAS AND TRANSFERRED THE STUDENTS TO EITHER ACADEMIC OR VOCATIONAL HIGH SCHOOLS. THE GOALS WERE TO ACHIEVE QUALITY INTEGRATED EDUCATION AND TO IMPROVE THE ETHNIC BALANCE OF THE HIGH SCHOOLS. EVALUATIONS WERE CONDUCTED AFTER THE FIRST AND SECOND YEARS OF OPERATION. QUESTIONNAIRES, INTERVIEWS, AND SCHOOL VISITS PROVIDED THE DATA. EXPLORED WERE THE AREAS OF ETHNIC TRENDS, INTEGRATION AND DESEGREGATION, PLANT UTILIZATION, SCHOOL ORGANIZATION AND ADMINISTRATION, CURRICULUM MODIFICATIONS, AND THE REACTIONS OF ADMINISTRATORS, TEACHERS, AND STUDENTS. BECAUSE ONE PURPOSE OF THE REORGANIZATION WAS TO DECREASE SCHOOL LEAVING AND IMPROVE ACADEMIC ACHIEVEMENT, FINDINGS ON STUDENT PERFORMANCE ARE PRESENTED IN TERMS OF ATTENDANCE AND TURNOVER PERCENTAGES, ACADEMIC RECORDS, AND READING COMPREHENSION GAINS ON CITYWIDE TESTS. THE MAJOR RECOMMENDATION IS FOR A MORATORIUM ON THE FURTHER TRANSFER OF JUNIOR HIGH SCHOOL STUDENTS UNTIL THE HIGH SCHOOLS CAN ABSORB AND ADJUST TO THE PRESENT ENROLLMENT OF DISADVANTAGED STUDENTS. ALSO NEEDED IS A DOUBLING OF FUNDS TO BETTER SERVE THE ADDITIONAL STUDENTS AND TO PROVIDE INSERVICE TEACHER TRAINING AND SPECIALIZED SCHOOL SERVICES. (NH)

DESCRIPTORS

ACADEMIC ACHIEVEMENT
CURRICULUM DEVELOPMENT
EVALUATION
GRADE ORGANIZATION
JUNIOR HIGH SCHOOLS
RACIAL BALANCE
SCHOOL ADMINISTRATION
SCHOOL INTEGRATION
SENIOR HIGH SCHOOLS
TEST RESULTS
ATTENDANCE
EDUCATIONAL FINANCE
FUNCTIONAL ILLITERACY
INSERVICE TEACHER EDUCATION
LONGITUDINAL STUDIES
READING ACHIEVEMENT
SCHOOL HOLDING POWER
SCHOOL ORGANIZATION
TABLES (DATA)

IDENTIFIERS

NEW YORK CITY

EDRS PRICE MF-$0.75 HC-$6.60 PLUS POSTAGE

JAA 10.10 EQUAL EDUCATIONAL OPPORTUNITIES

REPORT NUMBER	ED019310
TITLE	FINDINGS AND RECOMMENDATIONS.
SOURCE	DETROIT BOARD OF EDUCATION, MICH. CITIZENS ADVISORY COMMITTEE ON EQUAL OPPORTUNITIES.
NOTE	223 P.
PUB DATE	MAR 62

ABSTRACT

THIS 1962 REPORT CONTAINS THE FINDINGS OF A 2-YEAR ANALYSIS OF EDUCATIONAL INEQUALITIES IN THE DETROIT PUBLIC SCHOOLS. ALTHOUGH FACTORS ARE EXAMINED WHICH AFFECT THE EDUCATION OF ALL PUPILS, THE REPORT PARTICULARLY FOCUSES ON RACE RELATIONS, DISCRIMINATION, AND THE EDUCATIONAL OPPORTUNITIES FOR DISADVANTAGED YOUTH. SPECIFICALLY DISCUSSED ARE SCHOOL CURRICULUM AND GUIDANCE, THE ORGANIZATION AND ADMINISTRATION OF THE SCHOOLS, PERSONNEL PRACTICES, SCHOOL-COMMUNITY RELATIONS, AND PHYSICAL PLANT AND FACILITIES. EXTENSIVE DATA ARE PRESENTED. (LB)

DESCRIPTORS
ADVISORY COMMITTEES
CURRICULUM
EDUCATIONAL DISCRIMINATION
EDUCATIONAL FACILITIES
GUIDANCE SERVICES
PERSONNEL POLICY
SCHOOL ADMINISTRATION
SCHOOL ORGANIZATION
SCHOOL SIZE
BUS TRANSPORTATION
DISADVANTAGED YOUTH
EDUCATIONAL EQUALITY
EDUCATIONAL OPPORTUNITIES
IDENTIFICATION
RACE RELATIONS
SCHOOL COMMUNITY RELATIONSHIP
SCHOOL REDISTRICTING
TABLES (DATA)

IDENTIFIERS
DETROIT
MICHIGAN

EDRS PRICE MF-$0.75 HC-$10.20 PLUS POSTAGE

JAA 10.10 EQUAL EDUCATIONAL OPPORTUNITIES

REPORT NUMBER ED019305

TITLE THE QUEST FOR RACIAL EQUALITY IN THE PITTSBURGH PUBLIC SCHOOLS. ANNUAL REPORT, 1965.

SOURCE PITTSBURGH BOARD OF PUBLIC EDUCATION, PA

NOTE 53 P.

PUB DATE SEP 65

ABSTRACT

THIS REPORT FURNISHES AN ACCOUNT OF THE POLICIES OF THE PITTSBURGH PUBLIC SCHOOLS ON RACIAL INTEGRATION AND EQUALITY OF EDUCATIONAL OPPORTUNITY. PRINCIPLES, PRACTICES, AND PLANS FOR THE FUTURE ARE DETAILED, AND SPECIAL PROBLEM AREAS ARE IDENTIFIED. COMPENSATORY EDUCATION, EVEN IF IT IMPLIES DELAYED INTEGRATION IN SOME INSTANCES, IS SEEN AS THE BEST IMMEDIATE ROUTE TO DESEGREGATION. SHIFTING POPULATIONS AND THE IDEA OF A 'BALANCED' SCHOOL ARE CONSIDERED. THE FEASIBILITY OF BUSING STUDENTS AND THE PLACEMENT OF NEW SCHOOLS ARE ADDITIONAL PROBLEM AREAS DISCUSSED. CONSIDERATION IS GIVEN TO THE CONCEPT OF THE EDUCATIONAL PARK AS A PROMISING PROPOSITION FOR LARGE-SCALE INTEGRATION. AN APPENDIX CONTAINS A BRIEF ACCOUNT OF PARALLEL EFFORTS AND PROBLEMS IN OTHER LARGE CITIES. (AF)

DESCRIPTORS

BOARD OF EDUCATION POLICY
COMPENSATORY EDUCATION
EDUCATIONAL EQUALITY
EDUCATIONAL PARKS
POPULATION TRENDS
SCHOOL CONSTRUCTION
SCHOOL INTEGRATION
SCHOOL PERSONNEL
BUS TRANSPORTATION
CONSULTANTS
EDUCATIONAL OPPORTUNITIES
LEADERSHIP
PROGRAM PLANNING
SCHOOL FUNDS
SCHOOL ORGANIZATION
SCHOOL ZONING

IDENTIFIERS

PENNSYLVANIA
PITTSBURGH

EDRS PRICE MF-$0.75 HC-$3.15 PLUS POSTAGE

JB 10.20 ADMISSION AND PLACEMENT

REPORT NUMBER ED094854

TITLE EARLY ADMISSION TO KINDERGARTEN: PRACTICES OF MINNESOTA SCHOOL DISTRICTS, 1972-73; ISSUES TO CONSIDER; QUESTIONS TO ASK.

SOURCE MINNESOTA STATE DEPT. OF EDUCATION, ST. PAUL. ELEMENTARY AND SECONDARY SECTION.

NOTE 43 P.

PUB DATE OCT 73

ABSTRACT

THIS REPORT IS AN EFFORT TO PROVIDE INFORMATION ON SCHOOL DISTRICT PRACTICES DURING THE 1972-73 SCHOOL YEAR ON EARLY ADMISSION OF CHILDREN TO KINDERGARTEN. THE RESPONSES OF 115 SCHOOL DISTRICTS IN MINNESOTA PROVIDED INFORMATION ON EARLY ADMISSION PRACTICES AND REPORTED SOME OF THE ISSUES INVOLVED. PROCEDURES DISCUSSED IN SELECTION OF CHILDREN ARE INITIATION OF PARENT INTEREST, FEES, PRETESTING INTERVIEWS, POSTTESTING INTERVIEWS, AND FOLLOWUP TO A CHILD'S PALCEMENT. SELECTION CRITERIA WERE BIRTHDATE CUTOFF, PHUSICAL MATURITY, EMOTIONAL AND SOCIAL MATURITY, ACADEMIC SKILLS, APPROPRIATE PUPIL BEHAVIORS, PRESCHOOL EXPERIENCES, AND MENTAL AGE. SIX ISSUES WHICH NEED FURTHER CONSIDERATION ARE ALSO DISCUSSED: PREVIOUS STUDIES IN EARLY ADMISSION, NECESSARY RESEARCH DISIGN, AGE AS A CRITERION, CHILDREN FOR WHOM EARLY ADMISSION SHOULD BE CONSIDERED, THE EFFECT OF THE SCHOOL PROGRAM ON EARLY ADMISSIONS, AND ISSUES CONCERNING READINESS. THE APPENDIX LISTS EACH SCHOOL DISTRICT AND ITS TYPE OF EARLY ADMISSION POLICY. (SDH)

DESCRIPTORS

ACADEMIC ABILITY
AGE GRADE PLACEMENT
EARLY ADMISSION
GIFTED
KINDERGARTEN
READINESS
SCHOOL SURVEYS
STUDENT BEHAVIOR
ADMISSION CRITERIA
DISADVANTAGED YOUTH
EVALUATION METHODS
INTERVIEWS
PARENT ATTITUDES
SCHOOL POLICY
SOCIAL MATURITY

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

JB 10.20 ADMISSION AND PLACEMENT

REPORT NUMBER ED031813

TITLE ENTRANCE AGE POLICIES.

AUTHOR(S) STEMNOCK, SUZANNE K.

SOURCE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, WASHINGTON, D.C.; NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D.C.

NOTE 54 P.

PUB DATE JUL 68

ABSTRACT

THIS SURVEY SOUGHT INFORMATION REGARDING THE POLICIES OF SCHOOL DISTRICTS ACROSS THE NATION ON ENTRANCE REQUIREMENTS TO KINDERGARTEN AND THE FIRST GARDE. THE SCHOOL SYSTEMS WERE CLASSIFIED UNDER FOUR STRATA ACCORDING TO TOTAL ENROLLMENT SIZE. THE MOST FREQUENTLY REPORTED MINIMUM ENTRACE AGE FOR KINDERGARTEN WAS 5 YEARS OF AGE BY DECEMBER 1. FOR THE FIRST GRADE, THE MAJORITY OF DISTRICTS SET 6 YEARS BY DECEMBER 1 AS THE MIMIMUM AGE; A FEW SCHOOLS REQUIRED, IN ADDITION, THE COMPLETION OF THE KINDERGARTEN LEVEL. EXCEPTIONS TO THE RULES ARE SUMMARIZED BY DISTRICT IN THE STUDY. CHRONOLOGICAL AGE IS THE PRINCIPAL ENTRANCE CRITERION, WITH OTHER FACTORS SUCH AS SEX, I.Q., AND SOCIAL MATURITY BECOMING MORE INFLUENTIAL. EXTENSIVE TABLES LIST THE DISTRICT ADMISSION REQUIREMENTS AND STATE LAWS THAT AFFECT THESE ADMISSION STANDARDS. (LN)

DESCRIPTORS
ADMISSION CRITERIA
BIBLIOGRAPHIES
KINDERGARTEN
SCHOOL ATTENDANCE LAWS
SCHOOL POLICY
AGE GRADE PLACEMENT
GRADE 1
NATIONAL SURVEYS
SCHOOL DISTRICTS
STATE LAWS

CITATION EDUCATIONAL RESEARCH SERVICE CIRCULAR; N5 1968

AVAILABILITY: EDUCATIONAL RESEARCH SERVICE, BOX 5, NEA BLDG., 1201 SIXTEENTH ST., N.W., WASHINGTON, D.C. 20036 (SINGLE COPY $1.50, QUANTITY DISCOUNTS).

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

JB 10.20 ADMISSION AND PLACEMENT

REPORT NUMBER ED122461

TITLE A STUDY OF STATE LEGAL STANDARDS FOR THE PROVISION OF PUBLIC EDUCATION.

SOURCE LAWYERS' COMMITTEE FOR CIVIL RIGHTS UNDER LAW, WASHINGTON, D.C.

NOTE 92 P.; THE STATE LEGAL STANDARDS CATEGORIZED IN THIS VOLUME ARE CITED AND DIGESTED IN EA 008 319

PUB DATE OCT 74

ABSTRACT

THIS REPORT AND ITS APPENDIXES ARE THE PRODUCTS OF A 50-STATE STUDY OF CURRENT LEGAL STANDARDS FOR PUBLIC ELEMENTARY ADN SECONDARY EDUCATION AND REPRESENT A SUMMARY AND COMPARATIVE ANALYSIS OF THE LAW AS IT EXISTS IN THE STATES TODAY. STATE EDUCATION POLICY-MAKERS--STATE LEGISLATORS AND STAFF OF LEGISLATIVE REFERENCE SERVICES, DEPARTMENT OF EDUCATION PERSONNEL, UNIVERSITY FACULTY MEMBERS, LAWYERS AND JURISTS, MEMBERS OF PRIVATE EDUCATIONAL ORGANIZATIONS--SHOULD FIND THE STUDY USEFUL BOTH IN RE-EXAMINING THE EDUCATION LAWS OF THEIR OWN STATE AND IN DEVELOPING NEW OR ALTERNATIVE MECHANISMS FOR PROVIDING HIGH QUALITY PUBLIC EDUCATION. THE BULK OF THE REPORT CONSISTS OF A SERIES OF 20 COMPARATIVE CHARTS AND THE DESCRIPTIVE MATERIALS THAT RELATE TO THEM. THE CHARTS ARE DESIGNED TO PROVIDE A QUICK METHOD FOR COMPARING THE MANNER IN WHICH EACH STATE TREATS A PARTICULAR SUBJECT. THE 20 AREAS COVERED IN THE CHARTS ARE ADMISSION REQUIREMENTS, ADULT EDUCATION, ATTENDANCE ENFORCEMENT AGENT, ATTENDANCE REQUIREMENTS, CURRICULUM, EXTRACURRICULAR ACTIVITIES, GRADE ORGANIZATION, GUIDANCE AND COUNSELING PROGRAMS, HIGH SCHOOL GRADUATION REQUIREMENTS, INDIVIDUAL PUPIL RECORDS, INSERVICE TRAINING, LIBRARIES, PROMOTION REQUIREMENTS, PUPIL LOAD/CLASS SIZE, PUPIL-TEACHER RATIO, PUPIL TRANSPORTATION, SAFETY AND HEALTH REQUIREMENTS, SCHOOL CALENDARS, TEACHER PERSONNEL POLICIES, AND TEXTBOOKS. (AUTHOR/IRT)

DESCRIPTORS
ADMISSION (SCHOOL)
ADULT EDUCATION
CLASS SIZE
COUNSELING PROGRAMS
EDUCATIONAL LEGISLATION
GRADE ORGANIZATION
GUIDANCE PROGRAMS
PERSONNEL POLICY
SCHOOL CALENDARS
SCHOOL SAFETY
STATE STANDARDS
STUDENT RECORDS
STUDENT TRANSPORTATION
TEXTBOOKS
ADMISSION CRITERIA
ATTENDANCE OFFICERS
COCURRICULAR ACTIVITIES
CURRICULUM
ELEMENTARY SECONDARY EDUCATION
GRADUATION REQUIREMENTS
INSERVICE EDUCATION
SCHOOL ATTENDANCE LEGISLATION
SCHOOL LIBRARIES
STATE LEGISLATION
STUDENT PROMOTION
STUDENT TEACHER RATIO
TEACHERS

EDRS PRICE MF-$0.83 HC-$4.67 PLUS POSTAGE

JB 10.20 ADMISSION AND PLACEMENT

REPORT NUMBER ED120953

TITLE NONDISCRIMINATION ON BASIS OF SEX. . . .(TITLE IX).

AUTHOR(S) FRENCH, LARRY L.

NOTE 17 P.; CHAPTER 10 OF THE SECOND ADMINISTRATORS LEGAL HANDBOOK, EA 008 102

PUB DATE 75

ABSTRACT

AFTER A BRIEF OVERVIEW OF THE HISTORY AND DEVELOPMENT OF TITLE IX OF THE EDUCATIONAL AMENDMENTS OF 1972, THE AUTHOR DISCUSSES THE IMPACT OF THE FINAL REGULATIONS ON FIVE AREAS OF CONCERN TO RECIPIENTS OF FEDERAL FINANCIAL ASSISTANCE FOR EDUCATIONAL PROGRAMS AND ACTIVITIES. THE FIVE AREAS ARE THE INSTITUTIONS COVERED BY THE REGULATIONS, ADMISSION OF STUDENTS, TREATMENT OF STUDENTS, EMPLOYMENT PRACTICES, AND ENFORCEMENT PROCEDURES. NUMBEROUS EXAMPLES ARE GIVEN. (IRT)

DESCRIPTORS

ADMISSION (SCHOOL)
ELEMENTARY SECONDARY EDUCATION
FEDERAL AID
HIGHER EDUCATION
PHYSICAL EDUCATION FACILITIES
ATHLETIC PROGRAMS
EQUAL OPPORTUNITIES (JOBS)
FEDERAL LEGISLATION
PHYSICAL EDUCATION
SEX DISCRIMINATION

IDENTIFIERS

EDUCATIONAL AMANDMENTS 1972 TITLE IX

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE EA 008 108

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

JB 10.20 ADMISSION AND PLACEMENT

REPORT NUMBER ED108299

TITLE TITLE IX--CIVIL RIGHTS. HEW FACT SHEET.

SOURCE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, WASHINGTON,

NOTE 18 P.

PUB DATE JUN 75

ABSTRACT

TITLE IX OF THE EDUCATION AMENDENTS OF 1972 PROHIBITS SEX DISCRIMINATION IN ALL EDUCATIONAL PROGRAMS THAT RECEIVE FEDERAL MONEY. THIS PUBLICATION DISCUSSES TITLE IX AND CAREFULLY EXAMINES THE REGULATIONS DEVELOPED BY THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE TO GOVERN THE ADMINISTRATION AND ENFORCEMENT OF TITLE IX. SUBSTANTIVE PROVISIONS OF THE HEW REGULATIONS ARE DISCUSSED AS THEY APPLY TO FIVE SUBJECT AREAS, INCLUDING COVERAGE OF THE REGULATIONS, ADMISSION OF STUDENTS, TREATMENT OF STUDENTS, EMPLOYMENT, AND ENFORCEMENT PROCEDURES. WITHIN EACH SUBJECT AREA, ANY SPECIAL REQUIREMENTS OR EXEMPTIONS FROM THE REGULATIONS ARE NOTED, AND EXAMPLES ARE GIVEN OF HOW THE LAW APPLIES IN A NUMBER OF PARTICULAR SITUATIONS. AN ADDITIONAL EXPLANATORY SECTION, ENTITLED 'TITLE IX QUESTIONS AND ANSWERS,' IS ALSO INCLUDED. (JG)

DESCRIPTORS
ADMISSION (SCHOOL)
EDUCATIONAL LEGISLATION
ELEMENTARY SECONDARY EDUCATION
FEDERAL LEGISLATION
HIGHER EDUCATION
SCHOOL ADMINISTRATION
SEX DISCRIMINATION
CIVIL RIGHTS
EDUCATIONAL OPPORTUNITIES
EQUAL OPPORTUNITIES (JOBS)
GUIDELINES
NONDISCRIMINATORY EDUCATION
SCHOOL LAW

IDENTIFIERS
EDUCATIONAL AMENDMENT 1972 TITLE I
TITLE IX

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

JBA 10.201 COMPULSORY ATTENDANCE AGES

REPORT NUMBER ED117801

TITLE COMPULSORY SCHOOLING: THE LEGAL ISSUE.

AUTHOR(S) SPLAINE, JOHN

NOTE 9 P.

PUB DATE 75

ABSTRACT

AN EXAMINATION OF THE SCHOOL LAWS IN THE 50 STATES REVEALS THAT 47 HAVE PENALTIES THAT CAN RESULT IN FORCED INCARCERATION FOR YOUNG PEOPLE WHO DO NOT ATTEND SCHOOL. IN A FIVE-YEAR PERIOD, 341 YOUNG PERSONS WERE COMMITTED TO MARYLAND JUVENILE INSTITUTIONS FOR THE CRIME OF TRUANCY. DURING THE SAME TIME, 2,699 YOUNG PEOPLE WERE COMMITTED TO INSTITUTIONS BECAUSE THEY WERE CONSIDERED TO BE 'CHILDREN IN NEED OF SUPERVISION' (CINS), WHICH INCLUDES TRUANTS, RUNAWAYS, AND CHOLDREN DEEMED TO BE UNGOVERNABLE. IT IS REASONABLE TO ASSUME THAT SOME OF THE PEOPLE WHO WERE COMMITTED FOR BEING RUNAWAYS AND UNGOVERNABLE HAVE HAD PROBLEMS WITH TRUANCY. THIRTY-FOUR PERCENT OF ALL MARYLAND DELINQUENTS COMMITTED WERE IN THE CINS CATEGORY. IF STUDENTS WERE NOT COMPELLED TO ATTEND SCHOOL, THE MONETARY SAVINGS FROM TRUANT OFFICERS AND THEIR STAFFS, VANDALISM, AND INCARCERATION OF YOUNG PEOPLE WOULD BE MORE THAN ENOUGH TO ACHIEVE THE AMERICAN DREAM OF FREE PUBLIC EDUCATON FOR ALL OF OUR PEOPLE. FURTHER, THERE WOULD BE MORE MONEY FOR COMPENSATORY AND SPECIALIZED EDUCATIONAL PROGRAMS THAT ARE OFTEN PROHIBITIVELY EXPENSIVE WITH THE PRESENT LAW. (AUTHOR/RT)

DESCRIPTORS
ATTENDANCE
ELEMENTARY SECONDARY EDUCATION
SCHOOL LAW
TRUANCY
DELIQUENTS
SCHOOL ATTENDANCE LEGISLATION
SCHOOLS

EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE

JBA 10.201 COMPULSORY ATTENDANCE AGES

REPORT NUMBER ED110400

TITLE SOME MODELS FOR INTERPRETING THE HISTORY OF COMPULSORY SCHOOLING.

AUTHOR(S) TYACK, DAVID B.

NOTE 8 P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (WASHINGTON, D.C., APRIL 1975)

PUB DATE 75

ABSTRACT

FIVE MODELS ARE POSTULATED FOR INTERPRETING THE THREE HISTORICAL STAGES IN THE DEVELOPMENT OF COMPULSORY SCHOOLING IN THE UNITED STATES. THESE THREE STAGES INCLUDE (1) A SYMBOLIC STAGE WHERE COMPULSORY PUBLIC SCHOOL EDUCATION BEGAN TO GAIN STRENGTH BUT LACKED ENFORCEMENT PROCEDURES, (2) A BUREAUCRATIC PHASE BEGINNING AROUND 1900 WHERE NEW ORGANIZATIONAL TECHNOLOGIES MADE COMPULSORY ATTENDANCE EFFECTIVE, AND (3) A POSTCOMPULSORY PHASE BEGINNING IN THE 1960'S WHERE THE LEGITIMACY OF COMPULSORY SCHOOLING IS BEING QUESTIONED AND TRUANCY IS RAMPANT. MODEL 1 INTERPRETS THE DEVELOPMENT AS AN EVOLUTION OF THE SELF-PERPETRATION OF A DEMOCRATIC SOCIETY. MODEL 2 REFLECTS A REVISIONIST INTERPRETATION WHERE SOCIETY'S ECONOMIC ELITES FASHIONED COMPULSORY SCHOOL SYSTEMS IN ORDER TO PRODUCE A STABLE, RATIONAL ECONOMY IN WHICH THEY COULD RETAIN THEIR POWER. MODEL 3 STRESSES SOCIALIZATION AND NAITONALISM WHERE SCHOOLING CREATES CITIZENS AND LEGITIMIZES GOVERNMENT HIERARCHIES. MODEL 4 INTERPRETS STAGE 1 AS A SUBCULTURAL CONFLICT WHERE STATE LEGISLATORS PASSED LAWS AS A SYMBOLIC CRUSADE OF THE VIRTUOUS. MODEL 5 INTERPRETS THE DEVELOPMENT OF COMPULSORY ATTENDANCE AS THE WORK OF POLITICAL INTEREST GROUPS INCLUDING BOTH BUSINESS AND LABOR. (AUTHOR/DE)

DESCRIPTORS
ATTENDANCE
EDUCATIONAL HISTORY
ELEMENTARY SECONDARY EDUCATION
HISTORIOGRAPHY
POLITICAL INFLUENCES
SCHOOL ATTENDANCE LEGISLATION
UNITED STATES HISTORY
EDUCATIONAL DEVELOPMENT
EDUCATIONAL PRACTICE
HISTORICAL CRITICISM
MODELS
PUBLIC SCHOOLS
SOCIOECONOMIC INFLUENCES

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

JBA 10.201 COMPULSORY ATTENDANCE AGES

REPORT NUMBER ED102700

TITLE COMPULSORY EDUCATION.

SOURCE GEORGE WASHINGTON UNIV., WASHINGTON, D.C. INST. FOR EDUCATIONAL LEADERSHIP.; NATIONAL PUBLIC RADIO, WASHINGTON, D.C.

NOTE 15 P.; TRANSCRIPT OF 'OPTIONS ON EDUCATION' HEARD ON NATIONAL PUBLIC RADIO (OCTOBER 25, 1974)

PUB DATE 25 OCT 74

ABSTRACT

THIS RADIO PROGRAM DISCUSSED THE PROS AND CONS OF THE KIND OF COMPULSORY SCHOOL ATTENDANCE LAWS NOW IN FORCE IN ALL STATES EXCEPT MISSISSIPPI. THE PROGRAM MODERATOR TALKED IN TURN WITH FIVE INDIVIDUALS ABOUT THEIR VIEWS ON COMPULSORY EDUCATION. B. FRANK BROWN, CHAIRMAN OF THE NATIONAL COMMISSION FOR THE REFORM OF SECONDARY SCHOOLS, RECOMMENDED THAT SCHOOL ATTENDANCE SHOULD NOT BE COMPULSORY BEYOND THE EIGHTH GRADE OR AGE 14. OWEN KIERNAN, EXECUTIVE DIRECTOR OF THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, SUPPORTED THE PRESENT LAWS, WHICH GENERALLY REQUIRE SCHOOL ATTENDANCE THROUGH AGE 16. MARY WILSON, A 20-YEAR-OLD EX-DROPOUT NOW WORKING AS A PROFESSIONAL PIANIST AND APPRENTICE CARPENTER, FAVORED ELIMINATION OF COMPULSORY ATTENDANCE LAWS BUT PREDICTED THAT SUCH A CHANGE WOULD HAVE LITTLE REAL IMPACT. LUVERN CUNNINGHAM, CODIRECTOR OF THE DETROIT EDUCATION TASK FORCE, SUGGESTED THAT EVERY PERSON SHOULD BE ENTITED TO A CERTAIN NUMBER OF YEARS OF FREE PUBLIC EDUCATION TO BE USED WHENEVER HE CHOOSES. JOSEPH FEATHERSTONE, A HARVARD UNIVERSITY PROFESSOR, ARGUED THAT ELIMINATING COMPULSORY ATTENDANCE LAWS WITHOUT FIRST CREATING ALTERNATIVE APPROACHES OR INSTITUTIONS TO SERVE THE NEEDS OF YOUNG PEOPLE WOULD NOT CREATE ANY MORE FREEDOM OF CHOICE THAN EXISTS NOW.

DESCRIPTORS
ATTENDANCE
EDUCATIONAL CHANGE
QUESTION ANSWER INTERVIEWS
SCHOOL LAW
STUDENT NEEDS
EDUCATIONAL ALTERNATIVES
ELEMENTARY SECONDARY EDUCATION
SCHOOL ATTENDANCE LEGISLATION
STATE LEGISLATION
STUDENT SCHOOL RELATIONSHIP

IDENTIFIERS
COMPULSORY EDUCATION

AVAILABILITY: OPTIONS ON EDUCATION, ROOM 310, 1001 CONNECTICUT AVENUE, N. W., WASHINGTON, D.C. 20036 ($0.50)

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

JBA 10.201 COMPULSORY ATTENDANCE AGES

REPORT NUMBER ED122352

TITLE COMPULSORY STUDENT ATTENDANCE AND ILLEGAL ABSENTEEISM: AN IRRESOLVABLE PROBLEM? LET'S SEE!

AUTHOR(S) HAZELL, SAMUAL H.

NOTE 22 P.

PUB DATE 76

ABSTRACT

ABSENTEEISM HAS PERSONAL AS WELL AS INSTITUTIONAL CAUSES. IT IS INCREASINGLY IMPOSSIBLE FOR SCHOOLS TO FUNCTION AS CUSTODIANS OF THEIR SUTDENT, GIVEN CHANGING SOCIAL ATTITUDES TOWARD BOTH YOUTH AND AUTHORITY. THEREFORE, SCHOOLS MUST RESPOND TO STUDENTS' NEEDS BY CURRICULAR REVISION, FOR EXAMPLE, IN ORDER TO CUT DOWN ON ABSENTEEISM. HAZELL SUMMARIZES NEW JERSEY'S SCHOOL ATTENDANCE LEGISLATION AND THE COURT CASES BEARING ON COMPULSORY EDUCATION, ABSENTEEISM, AND TRUANCY. HE SUGGESTS THAT STATE LAW SHOULD BE UPDATED AND CLARIFIED TO ALLOW FOR PROPER ENFORCEMENT OF COMPULSORY ATTENDANCE. LOCAL SCHOOL BOARDS SHOULD ADOPT REGUALTIONS CONSISTENT WITH STATE ATTENDANCE LAWS. PARENTS SHOULD BE FULLY APPRISED OF DISTRICT AND STATE POLICY. (DS)

DESCRIPTORS

ATTENDANCE
  ELEMENTARY SECONDARY EDUCATION
  SECONDARY SCHOOL STUDENTS
  TRUANCY
COURT LITIGATION
SCHOOL ATTENDANCE LEGISLATION
STATE LEGISLATION

IDENTIFIERS

COMPULSORY EDUCATION
NEW JERSEY

EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE

JBCD 10.207 TRANSFERS AND WITHDRAWALS, COURT PROVISIONS

REPORT NUMBER ED110588

TITLE LEGAL RIGHTS AND REMEDIES OF HIGH SCHOOL DROPOUTS AND POTENTIAL DROPOUTS. URBAN DISADVANTAGED SERIES, NO. 44.

AUTHOR(S) REBELL, MICHAEL A.

SOURCE COLUMBIA UNIV., NEW YORK, N.Y. ERIC CLEARINGHOUSE ON THE URBAN DISADVANTAGED.

NOTE 61 P.

PUB DATE AUG 75

ABSTRACT

THIS PAPER ON THE LEGAL RIGHTS AND REMEDIES OF HIGH SCHOOL DROPOUTS AND POTENTIAL DROPOUTS IS A STUDY OF THE PLIGHT OF THE SUBSTANTIAL NUMBER OF STUDENTS WHO DROP OUT OF THE NEW YORK PUBLIC SCHOOL SYSTEM BEFORE CONSIDERING HIGH SCHOOL GRADUATION. FURTHER, IT QUESTIONS THE AVAILABILITY OF LEGAL RIGHTS TO STUDENTS AND PARENTS. THREE SECTIONS CONSTITUTE THE DOCUMENT: (1) AN INTRODUCTION DISCUSSING THE NATURE AND MAGNITUDE OF THE PROBLEMS: (2) AN ANALYSIS OF THE MANNER IN WHICH THE BOARD OF EDUCATION VIOLATES NEW YORK STATE LAWS BY FAILING TO PROVIDE ADEQUATE STAFF FOR ATTENDANCE SERVICES, EMPLOYMENT CERTIFICATE PROCEDURES, AUXILIARY SCHOOLS OR DROPOUT REFERRAL PROGRAMS, AND SUSPENSION AND EXEMPTION PROCEDURES; AND (3) AN EXAMINATION OF THE CONSTITUTIONAL RIGHT TO A SUITABLE EDUCATION FOR ALL EDUCATIONALLY DEPRIVED STUDENTS. THE LATTER SECTION IS ANALYZED IN TERMS OF A NUMBER OF RECENT LEGAL CASES CONCERNING HANDICAPPED CHILDREN, NON-ENGLISH SPEAKING STUDENTS, AND STATE INSTITUTION PATIENTS, WHICH CASES ARE SAID TO ESTABLISH PRECEDENTS FOR ASSERTING A RIGHT TO A MEANINGFUL EDUCATIONAL OPPORTUNITY. A DISCUSSION OF WHAT ARE LABELED AS MANAGEABLE STANDARDS FOR EFFECTUATING JUDICIAL RELIEF, CONSIDERED UNDER THE SPECIFIC HEADINGS OF EQUAL RESOURCES, BONA FIDE EFFORTS TO PROVIDE SUITABLE EDUCATION, AND ATTAINMENT OF MINIMUM EDUCATION STANDARDS, IS INCLUDED IN THE SUMMARY. (AUTHOR/AM)

DESCRIPTORS
BOARDS OF EDUCATION
COURT LITIGATION
DROPOUT PROGRAMS
EQUAL EDUCATION
LEGAL AID
LEGAL RESPONSIBILITY
STUDENT RIGHTS
CIVIL RIGHTS
DROPOUT PROBLEMS
DROPOUTS
EQUAL PROTECTION
LEGAL PROBLEMS
POTENTIAL DROPOUTS

IDENTIFIERS
NEW YORK CITY BOARD OF EDUCATION

AVAILABILITY: INSTITUTE FOR URBAN AND MINORITY EDUCATION, BOX 40, TEACHERS COLLEGE, NEW YORK, NEW YORK 10027 ($2.50, PAPER)

EDRS PRICE MF-$0.76 HC-$3.32 PLUS POSTAGE

JBD 10.30 ABSENCES AND EXCUSES

REPORT NUMBER ED117852

TITLE THE STUDENT ABSENTEE.

AUTHOR(S) KOHLER, LEWIS T.

NOTE 16 P.; PAPER PRESENTED AT THE ANNUAL CONVENTION OF THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS (108TH, ATLANTIC CITY, NEW JERSEY, FEBRUARY 20-23, 1976); BEST COPY AVAILABLE

PUB DATE 23 FEB 76

ABSTRACT

THERE ARE NO SIMPLE ANSWERS TO THE ABSENTEE PROBLEM, BUT THE TECHNICAL GUIDES INCLUDED IN THIS DOCUMENT MAY PROVIDE A BETTER UNDERSTANDING OF THE PROBLEM. THESE GUIDES MAY BE USEFUL IN DETERMINING THE CAUSES AND INDICATING THE WAYS IN WHICH A REDUCTION IN ABSENTEEISM MAY BE ACHIEVED. TOPICS COVERED INCLUDE A DEFINITION OF ABSENTEEISM; A METHOD OF COMPUTING UNEXCUSED ABSENCE RATES; A LISTING OF THE INSCHOOL, ENVIRONMENTAL, AND PERSONAL REASONS FOR ABSENTEEISM; AND A SET OF PROCEDURES TO COMBAT UNEXCUSED ABSENTEEISM. THESE PROCEDURES INCLUDE A LENGTHY LIST OF STEPS MANAGEMENT CAN TAKE TO IMPROVE ATTENDANCE. (AUTHOR/IRT)

DESCRIPTORS
ADMINISTRATOR GUIDES
ATTENDANCE PATTERNS
ENVIRONMENTAL INFLUENCES
MANAGEMENT
STUDENT RECORDS
SUPERVISION
ATTENDANCE
ELEMENTARY SECONDARY EDUCATION
INDIVIDUAL CHARACTERISTICS
RECORDKEEPING
STUDENTS

EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE

JBDB 10.302 UNEXCUSED ABSENCES

REPORT NUMBER ED122352

TITLE COMPULSORY STUDENT ATTENDANCE AND ILLEGAL ABSENTEEISM: AN IRRESOLVABLE PROBLEM? LET'S SEE!

AUTHOR(S) HAZELL, SAMUEL H.

NOTE 22 P.

PUB DATE 76

ABSTRACT

ABSENTEEISM HAS PERSONAL AS WELL AS INSTITUTIONAL CAUSES. IT IS INCREASINGLY IMPOSSIBLE FOR SCHOOLS TO FUNCTION AS CUSTODIANS OF THEIR STUDENT, GIVEN CHARGING SOCIAL ATTITUDES TOWARD BOTH YOUTH AND AUTHORITY. THEREFORE, SCHOOLS MUST RESPOND TO STUDENTS' NEEDS BY CURRICULAR REVISION, FOR EXAMPLE, IN ORDER TO CUT DOWN ON ABSENTEEISM. HAZELL SUMMARIZES NEW JERSEY'S SCHOOL ATTENDANCE LEGISLATION AND THE COURT CASES BEARING ON COMPULSORY EDUCATION, ABSENTEEISM, AND TRUANCY. HE SUGGESTS THAT STATE LAW SHOULD BE UPDATED AND CLARIFIED TO ALLOW FOR PROPER ENFORCEMENT OF COMPULSORY ATTENDANCE. LOCAL SCHOOL BOARDS SHOULD ADOPT REGULATIONS CONSISTENT WITH STATE ATTENDANCE LAWS. PARENTS SHOULD BE FULLY APPRISED OF DISTRICT AND STATE POLICY. (DS)

DESCRIPTORS
ATTENDANCE
ELEMENTARY SECONDARY EDUCATION
SECONDARY SCHOOL STUDENTS
TRUANCY
COURT LITIGATION
SCHOOL ATTENDANCE LEGISLATION
STATE LEGISLATION

IDENTIFIERS
COMPULSORY EDUCATION
NEW JERSEY

EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE

JC 10.40 STUDENT RIGHTS AND RESPONSIBILITIES

REPORT NUMBER ED073549

TITLE SCHOOL BOARD POLICIES ON STUDENT RIGHTS. EDUCATIONAL POLICIES DEVELOPMENT KIT.

SOURCE NATIONAL SCHOOL BOARDS ASSOCIATION, WATERFORD, CONN. EDUCATIONAL POLICIES SERVICE.

NOTE 36 P.

PUB DATE JAN 73

ABSTRACT

THIS REPORT PROVIDES BOARD POLICY SAMPLES AND OTHER POLICY RESOURCES ON STUDENT RIGHTS AND RESPONSIBILITIES. THE INTENT IN PROVIDEING POLICY SAMPLES IS TO ENCOURAGE THINKING IN POLICY TERMS AND TO PROVIDE WORKING PAPERS THAT CAN BE EDITED, MODIFIED, OR ADAPTED TO MEET LOCAL REQUIREMENTS. TOPICS COVERED IN THE SAMPLES INCLUDE (1) FREEDOM OF EXPRESSION; (2) STUDENT INVOLVEMENT IN DECISION MAKING; (3) DUE PROCESS RIGHTS; (4) INTERROGATIONS AND SEARCHES BY SCHOOL OFFICIALS AND/OR POLICE; (5) STUDENT COMPLAINTS, GRIEVANCES, AND HEARING PROCEDURES; AND (6) STUDENT DEMONSTRATIONS AND STRIKES. (AUTHOR/JF)

DESCRIPTORS
BOARD OF EDUCATION POLICY
DUE PROCESS
GUIDELINES
SEARCH AND SEIZURE
STUDENT RESPONSIBILITY
STUDENT SCHOOL RELATIONSHIP
DECISON MAKING
FREEDOM OF SPEECH
POLICY FORMATION
STUDENT PARTICIPATION
STUDENT RIGHTS

AVAILABILITY: NATIONAL SCHOOL BOARDS ASSOCIATION, STATE NATIONAL BANK PLAZA, EVANSTON, ILLINOIS 60201 (KIT #73-1, 1-3 KITS $2.00, QUANTITY DISCOUNTS)

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

JC 10.40 STUDENTS RIGHTS AND RESPONSIBILITIES also, JCAA 10.401

REPORT NUMBER ED047362

TITLE POLICIES THAT CLARIFY STUDENT RIGHTS & RESPONSIBILITIES. SCHOOL BOARD POLICY DEVELOPMENT KIT.

SOURCE NATIONAL SCHOOL BOARDS ASSOCIATION, WATERFORD, CONN. EDUCATIONAL POLICIES SERVICE.

NOTE 32 P.; CAT. NO. 70-50

PUB DATE OCT 70

ABSTRACT

THIS KIT DISCUSSES WRITTEN POLICIES BASIC TO STUDENT RIGHTS AND RESPONSIBILITIES, INCLUDING THOSE BASED ON THE CONSTITUTION AND THOSE NOT. SPECIFIC POLICIES SHOULD BE BASED ON THREE BROAD, BASIC PREMISES: (1) RECOGNITION THAT FREEDOM IMPLIES THE RIGHT TO MAKE MISTAKES AS LONG AS THESE MISTAKES DO NOT ENDANGER LIFE AND PROPERTY OR ARE NOT SERIOUSLY DISRUPTIVE, (2) RECOGNITION THAT STUDENTS SHOULD HAVE THE RIGHT TO LIVE UNDER 'RULE BY LAW' RATHER THAN 'RULE BY PERSONALITY,' AND (3) RECOGNITION THAT DEVIATION FROM OPINIONS AND STANDARDS DEEMED DESIRABLE BY THE FACULTY IS NOT NECESSARILY A DANGER TO THE EDUCATIONAL PROCESS. SOURCE MATERIALS IN THE KIT INCLUDE (1) REPRESENTATIVE BOARD POLICIES, RULES, AND INFORMATION STATEMENTS ON STUDENT RIGHTS AND RESPONSIBILITIES; (2) EVANSTON, ILLINOIS, SCHOOL DISTRICT'S POLICY ON STUDENT EXPRESSION; (3) DUE PROCESS PROCEDURES TO BE FOLLOWED IN THE EXERCISE OF DISCIPLINARY AUTHORITY; AND (4) A GUIDE TO FURTHER READING. (AUTHOR/JF)

DESCRIPTORS

BOARD OF EDUCATION POLICY
CIVIL DISOBEDIENCE
DEMONSTRATIONS (CIVIL)
FREEDOM OF SPEECH
POLICY FORMATION
STUDENT SCHOOL RELATIONSHIP
BOARDS OF EDUCATION
CIVIL LIBERTIES
DISCIPLINE POLICY
GUIDELINES
STUDENT BEHAVIOR

AVAILABILITY: NATIONAL SCHOOL BOARDS ASSOCIATION, STATE NATIONAL BANK PLAZA, EVANSTON, ILLINOIS 60201 (CAT. #70-50, 1-3 KITS $2.00, QUANTITY DISCOUNTS.)

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

JC 10.40 STUDENT RIGHTS AND RESPONSIBILITIES

REPORT NUMBER	ED120893
TITLE	ERIC ABSTRACTS: ERIC DOCUMENT RESUMES ON STUDENT RIGHTS AND RESPONSIBILITIES. ERIC ABSTRACTS SERIES, NUMBER 34.
SOURCE	AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, WASHINGTON, D.C. NATIONAL ACADEMY FOR SCHOOL EXECUTIVES.; OREGON UNIV., EUGENE. ERIC CLEARINGHOUSE ON EDUCATIONAL MANAGEMENT.
NOTE	34 P.
PUB DATE	76

ABSTRACT

DOCUMENTS PREVIOUSLY ANNOUNCED IN RESOURCES IN EDUCATION (RIE) CONCERN THE VARIOUS CONTROVERSIAL AREAS OF STUDENT RIGHTS AND RESPONSIBILITIES, EXAMINE TRENDS OF RECENT COURT DECISIONS, AND PROVIDE ADMINISTRATORS WITH BASIC INFORMATION, SUGGESTIONS, AND EXAMPLES PERTAINING TO THESE AREAS. THE INDEX TERMS USED TO SELECT THE DOCUMENTS ARE 'COURT CASES,' 'SCHOOL LAW,' AND 'STUDENT RIGHTS.' THE LISTING IS COMPLETE FOR ALL ISSUES OF (RIE) THROUGHT JULY 1975 AND CONTAINS 63 ANNOTATIONS. (AUTHOR/MLF)

DESCRIPTORS

ANNOTATED BIBLIOGRAPHIES
COURT LITIGATION
DUE PROCESS
SCHOOL LAW
STUDENT RIGHTS
COURT CASES
DISCIPLINE
LITERATURE REVIEWS
SCHOOL POLICY
STUDENT SCHOOL RELATIONSHIP

AVAILABILITY: AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, 1801 NORTH MOORE STREET, ARLINGTON, VIRGINIA 22209 (STOCK NO. 021-00446, $2.00, PLUS $1.00 HANDLING CHARGE FOR EACH ORDER, QUANTITY DISCOUNTS, ORDERS UNDER $15.00 MUST BE PREPAID)

EDRS PRICE MF-$0.83 HC-$2.06 PLUS POSTAGE

JC 10.40 STUDENT RIGHTS AND RESPONSIBILITIES

REPORT NUMBER	ED122441
TITLE	STUDENT RIGHTS AND RESPONSIBILITIES REVISITED: CURRENT TRENDS IN SCHOOL POLICIES AND PROGRAMS.
AUTHOR(S)	GRAUL, DONALD; JONES, J. WILLIAM
SOURCE	NATIONAL SCHOOL PUBLIC RELATIONS ASSOCIATION, ARLINGTON, VA.
NOTE	66 P.
PUB DATE	76

ABSTRACT

BECAUSE RECENT LEGISLATION AND COURT DECISIONS HAVE EXPANDED THE RIGHTS OF ALL STUDENTS, SCHOOLS OF THE 70S MUST EDUCATE THEM ABOUT THE RESPONSIBILITIES THAT GO WITH THESE NEWLY RECOGNIZED RIGHTS. A NATIONWIDE SURVEY INDICATES THAT MANY SCHOOLS HVAE ESTABLISHED GRIEVANCE PROCEDURES BASED ON OPEN COMMUNICATION AND CLEARLY STATED POLICIES. AND MANY HAVE TAKEN STEPS TO ENSURE DUE PROCESS IN SUSPENSION AND EXPULSION AND TO SAFEGUARD CONFIDENTIALITY OF STUDENT RECORDS. THE REPORT LOOKS AT THE OLD ISSUES OF STUDENT GOVERNMENT, THE STUDENT PRESS, AND STUDENT DISCIPLINE. THE IMPLICATIONS OF TITLE IX AND THE LEGAL RESPONSIBILITY OF SCHOOL BOARD MEMBERS FOR ENSURING STUDENT RIGHTS ARE DESCRIBED. USEFUL AS A HANDBOOK OF DISSEMINATION STECHNIQUES, THE REPORT IS ILLUSTRATED WITH SAMPLES FROM THE CONTENT AND GRAPHICS OF STUDENT RIGHTS CODES. (AUTHOR/MLF)

DESCRIPTORS

CIVIL LIBERTIES
DRESS CODES
EDUCATIONAL EQUALITY
PREGNANT STUDENTS
RESOURCE GUIDES
SCHOOL NEWSPAPERS
SCHOOL SURVEYS
STUDENT RECORDS
STUDENT RIGHTS
COURT LITIGATION
DUE PROCESS
GRIEVANCE PROCEDURES
QUESTIONNAIRES
SCHOOL LAW
SCHOOL POLICY
SEARCH AND SEIZURE
STUDENT RESPONSIBILITY
SUSPENSION

AVAILABILITY: NATIONAL SCHOOL PUBLIC RELATIONS ASSOCIATION, 1801 NORTH MOORE STREET, ARLINGTON, VA 22209 (STOCK NO. 411-13325; $6.75, ALL ORDERS UNDER $8.00 MUST BE ACCOMPANINED BY PAYMENT)

EDRS PRICE MF-$0.83 PLUS POSTAGE. HC NOT AVAILABLE FROM EDRS.

JC 10.40 STUDENT RIGHTS AND RESPONSIBILITIES

REPORT NUMBER EJ091424

TITLE GRAYNED V. CITY OF ROCKFORD--A LIMITATION ON THE APPLICATION OF THE OVERBREADTH DOCTRINE TO ANTIDISTURBANCE REGULATIONS IN THE SCHOOLS

AUTHOR(S) TELL, LEWIS W.

PUB DATE MAY 73

DESCRIPTORS
- EDUCATION
- EDUCATIONAL ADMINISTRATION
- ADMINISTRATOR RESPONSIBILITY
- SCHOOL POLICY
- DISCIPLINE POLICY
- FEDERAL LEGISLATION
- EDUCATIONAL POLICY
- PUBLIC SCHOOLS
- SCHOOL LAW

CITATION HASTINGS LAW JOURNAL; 24; 6; 1263-1280

JC 10.40 STUDENT RIGHTS AND RESPONSIBILITIES

REPORT NUMBER EJ053053

TITLE TINKER AND THE ADMINISTRATOR

AUTHOR(S) OLSON, RONALD K.

PUB DATE FEB 72

ABSTRACT

A DISCUSSION OF THE 1969 SUPREME COURT DECISION; 'WHERE STUDENTS IN THE EXERCISE OF FIRST AMENDMENT RIGHTS COLLIDE WITH THE RULES OF SCHOOL AUTHORITIES,' WHO MUST YIELD? (AUTHOR/SP)

DESCRIPTORS
- ADMINISTRATOR RESPONSIBILITY
- LEGAL PROBLEMS
- SCHOOL POLICY
- SUPREME COURT LITIGATION
- COURT CASES
- SCHOOL LAW
- STUDENT RIGHTS

CITATION SCHOOL AND SOCIETY; 100; 2339; 86-9

JC 10.40 STUDENT RIGHTS AND RESPONSIBILITIES

REPORT NUMBER ED071171

TITLE STUDENT RIGHTS AND RESPONSIBILITIES: COURTS FORCE SCHOOLS TO CHANGE. AN EDUCATION U.S.A. SPECIAL REPORT.

AUTHOR(S) KLEEMAN, RICHARD P.

SOURCE NATIONAL SCHOOL PUBLIC RELATIONS ASSOCIATION, WASHINGTON,

NOTE 67 P.

PUB DATE 72

ABSTRACT

THIS REPORT EXAMINES SOME OF THE CHANGES TAKING PLACE IN THE SCHOOLS AS A RESULT OF A GROWING RECOGNITION BY THE COURTS, AS WELL AS BY PARENTS AND EDUCATORS, THAT 'STUDENTS ARE PERSONS.' THE AUTHOR DISCUSSES RECENT DEVELOPMENTS AFFECTING STUDENT RIGHTS, STUDENT RESPONSIBILITIES, AND STUDENT PARTICIPATION IN SCHOOL GOVERNANCE. DISCUSSED ARE STUDENTS' RIGHTS TO FREEDOM OF SPEECH AND DUE PROCESS, FREEDOM FROM UNREASONABLE SEARCHES AND SIZURES, THE RIGHT OF PRIVACY AS IT AFFECTS STUDENT RECORDS, AND THE RIGHTS OF PREGNANT AND MARRIED STUDENTS. APPENDIXES CONTAIN (1) TABLES SHOWING STATE ACTION AFFECTING STUDENT RIGHTS, (2) A COPY OF THE MARYLAND ACLU BILL OF RIGHTS, (3) SAMPLE LOCAL POLICIES, AND (4) SAMPLE DRESS CODES. (JF)

DESCRIPTORS
ACTIVISM
DRESS CODES
FREEDOM OF SPEECH
SCHOOL LAW
SEARCH AND SEIZURE
STUDENT PARTICIPATION
STUDENT RESPONSIBILITY
STUDENT SCHOOL RELATIONSHIP
DISCIPLINE POLICY
DUE PROCESS
PREGNANT STUDENTS
SCHOOL POLICY
SECONDARY SCHOOL STUDENTS
STUDENT RECORDS
STUDENT RIGHTS

IDENTIFIERS
MARRIED STUDENTS

AVAILABILITY: NATIONAL SCHOOL PUBLIC RELATIONS ASSOCIATION, 1801 NORTH MOORE STREET, ARLINGTON, VIRGINIA 2209 (STOCK #411-12814, $4.00, QUANTITY DISCOUNTS)

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

JC 10.40 STUDENT RIGHTS AND RESPONSIBILITIES

REPORT NUMBER EJ110846

TITLE THE STUDENTS' RIGHT TO THEIR OWN LANGUAGE: ITS LEGAL BASES

AUTHOR(S) FREEMAN, LAWRENCE D.

PUB DATE FEB 75

ABSTRACT

IN ADDITION TO THE SOCIAL SCIENTIFIC AND ETHICAL BASES FOR THE CONFERENCE ON COLLEGE COMPOSITION AND COMMUNICATION STATEMENT ON STUDENTS' RIGHTS TO THEIR OWN LANGUAGE, THERE ARE COMPELLING LEGAL GROUNDS FOR THAT RIGHT. (JH)

DESCRIPTORS

STUDENT RIGHTS
  LEGAL RESPONSIBILITY
  LANGUAGE
  TEACHER RESPONSIBILITY
  EDUCATION
  SCHOOLS

LANGUAGE INSTRUCTION
MINORITY GROUP CHILDREN
LAWS
COURT CASES
ETHNIC GROUPS

IDENTIFIERS

CONFERENCE ON COLLEGE COMPOSITION AND COMMUNICATION

CITATION COLLEGE COMPOSITION AND COMMUNICATION; 26; 1; 25-9

JC 10.40 STUDENT RIGHTS AND RESPONSIBILITIES

REPORT NUMBER ED093538

TITLE EVALUATION OF STUDENT RIGHTS AND RESPONSIBILITIES PROGRAMS. RESEARCH AND EVALUATION REPORT SERIES NO. 25.

SOURCE BUREAU OF INDIAN AFFIARS (DEPT. OF INTERIOR), ALBURQUERQUE, N. MEX.

NOTE 92 P.; NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT

PUB DATE 73

ABSTRACT

STUDENT RIGHTS ENCOMPASS ALL SPECIFIC RIGHTS WHICH THE COURTS RECOGNIZE AS BEING VESTED IN STUDENTS. THESE MAY BE DERIVED FROM APPLICABLE FEDERAL, STATE, AND/OR LOCAL LAWS, INCLUDING SCHOOL REGULATIONS. ON JUNE 22, 1973, AN AD HOC COMMITTEE (50 PERCENT AMERICAN INDIAN) WAS CONVENED IN ALBUQUERQUE, NEW MEXICO TO REVIEW A SPECIAL REPORT FORM PREPARED FOR EVALUATING INDIAN STUDENT RIGHTS AND RESPONSIBILITIES. THE COMMITTEE WAS CONCERNED WITH THE ORGANIZATION OF THESE CODES AND THEIR COMPLIANCE WITH LOCAL, STATE, AND FEDERAL LEGAL AND TECHNICAL REQUIREMENTS. THE FORM WAS DISTRIBUTED TO 33 BUREAU OF INDIAN AFFAIRS (BIA) SECONDARY SCHOOLS AND DORMITORIES, 20 OF WHICH RESPONDED. THIS PAPER DISCUSSES THE PHILOSOPHICAL EXTENT OF STUDENT RIGHTS AND THE PAST AND PRESENT STATUS OF RIGHTS AND RESPONSIBILITIES IN BIA AND NON-BIA SCHOOLS. SOME FINDINGS ARE: ALMOST ALL SCHOOLS HAVE SOME TYPE OF WRITTEN HANDBOOK OR GUIDE; 3/4 HAVE SOME TYPE OF GRIEVANCE PROCEDURE; AND ALL BUT THREE APPLY THE INTERIM PROCEDURE FOR STUDENT EXPULSIONS. THE APPENDIXES, WHICH COMPRISE THE BULK OF THE DOCUMENT, GIVE: REFERENCES TO BIA SCHOOL MANAGEMENT POLICIES AND DISCIPLINARY PROCEDURES; THE CONSTITUTION FOR BIA HIGH SCHOOLS OPERATED WITHIN THE NAVAJO AREA; THE REPORT FORM SENT TO THE SCHOOLS; A ROSTER OF THE SCHOOLS; INFORMATION RELATIVE TO THE PHOENIZ MEETING ON STUDENT RIGHTS AND RESPONSIBILITIES; AND A BIBLIOGRAPHY OF REPORTS RELATED TO INDIAN STUDENT RIGHTS PREPARED WITHIN THE PAST THREE YEARS. (NQ)

DESCRIPTORS
AMERICAN INDIANS
COURT ROLE
FEDERAL PROGRAMS
SCHOOL LAW
SECONDARY SCHOOLS
STUDENT RIGHTS
BOARDING SCHOOLS
DISCIPLINE POLICY
PHILOSOPHY
SCHOOL POLICY
STUDENT RESPONSIBILITY

IDENTIFIERS
BUREAU OF INDIAN AFFAIRS SCHOOLS

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS.

1479

JC 10.40 STUDENTS RIGHTS AND RESPONSIBILITIES

REPORT NUMBER ED041373

TITLE CURRENT SCHOOL PROBLEMS. CRIMINAL LAW AND URBAN PROBLEMS, COURSE HANDBOOK SERIES NUMBER 12.

AUTHOR(S) CARROLL, WILLIAM, ED.

SOURCE PRACTICING LAW INST., NEW YORK, N.Y.

NOTE 248 P.

PUB DATE 69

ABSTRACT

THIS PUBLICATION, PREPARED FOR DISTRIBUTION AT A SEMINAR ON CURRENT SCHOOL PROBLEMS, CONTAINS DISCUSSIONS OF RECENT COURT CASES, JUDICIAL OPINIONS, AND A BIBLIOGRAPHY. TOPICS INCLUDE SUSPENSIONS AND EXPULSIONS, HARICUTS, STUDENTS' RIGHTS, FREEDOM OF EXPRESSION, PRAYERS IN SCHOOLS, DECENTRALIZATION, AND TEACHERS' RIGHTS TO NEGOTIATE. (LLR)

DESCRIPTORS

ACTIVISM
CIVIL LEBERTIES
COURT LITIGATION
DISCIPLINE
FREEDOM OF SPEECH
RELIGIOUS CONFLICT
SCHOOL POLICY
SUSPENSION
BIBLIOGRAPHIES
COLLECTIVE NEGOTIATION
DECENTRALIZATION
EXPULSION
LEGAL PROBLEMS
SCHOOL LAW
STATE CHURCH SEPARATION

AVAILABILITY: PRACTISING LAW INSTITUTE, 1133 AVENUE OF THE AMERICAS, NEW YORK, NEW YORK 10036 ($20.00)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

JC 10.40 STUDENT RIGHTS AND RESPONSIBILITIES

REPORT NUMBER ED106981

TITLE A RECOMMENDED GUIDE TO STUDNETS' RIGHTS AND RESPONSIBILITIES IN MICHIGAN.

SOURCE MICHIGAN STATE DEPT. OF EDUCATION, LANSING.

NOTE 40 P.; NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT.

PUB DATE 74

ABSTRACT

THESE GUIDELINES DESCRIBE AREAS OF CONCERN AS INDICATED BY RECENT LITIGATION, QUESTIONS RECEIVED FROM LOCAL SCHOOL DISTRICTS, AND COMPLAINTS RECEIVED FROM PARENTS AND STUDENTS. THEY ALSO PRESENT, AS A FRAME OF REFERENCE, THAT STATUS OF CURRENT SCHOOL LAW WHERE AND AS IT APPLIES TO THE AREA OF STUDENTS' RIGHTS AND RESPONSIBILITIES. THE DOCUMENT IS DIVIDED INTO FIVE MAJOR SECTIONS: (1) BACKGROUND INFORMATION AND THE PURPOSE AND NEED FOR SUCH A DOCUMENT, (2) ASPECTS OF CURRENT LAW AND PRACTICES RELATIVE TO STUDENT BEHAVIOR, (3) SPECIFIC STUDENT BEHAVIOR IN TERMS OF RIGHTS AND RESPONSIBILITIES, (4) SUSPENSION OF STUDENTS ALONG WITH GUIDELINES FOR PROCEDURAL DUE PROCESS, AND (5) SUMMARY OF THE DOCUMENT WITH REQUESTS FOR CONTINUAL REVIEW AND REEVALUATION. (AUTHOR/MLF)

DESCRIPTORS

CORPORAL PUNISHMENT
DRESS CODES
ELEMENTARY SECONDARY EDUCATION
POLICE SCHOOL RELATIONSHIP
SCHOOL LAW
SEARCH AND SEIZURE
STUDENT PUBLICATIONS
STUDENT RESPONSIBILITY
SUSPENSION
COURT LITIGATION
DUE PROCESS
MARRIED STUDENTS
PREGNANT STUDENTS
SCHOOL POLICY
STUDENT BEHAVIOR
STUDENT RECORDS
STUDENT RIGHTS

IDENTIFIERS

MICHIGAN

EDRS PRICE MF-$0.76 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

JC 10.40 STUDENTS RIGHTS AND RESPONSIBILITIES

REPORT NUMBER ED114988

TITLE SCHOOLING AND THE RIGHTS OF CHILDREN. THE NATIONAL SOCIETY FOR THE STUDY OF EDUCATION SERIES ON CONTEMPORARY EDUCATIONAL ISSUES.

AUTHOR(S) HAUBRICH, VERNON F., ED.; APPLE, MICHAEL W., ED.

NOTE 214 P.

PUB DATE 75

ABSTRACT

THIS BOOK CONSISTS OF EIGHT ARTICLES THAT GREW OUT OF A SEMINAR AND STUDY GROUP ON 'SCHOOL AND THE RIGHTS OF CHILDREN,' HELD AT THE UNIVERSITY OF WISCONSIN, MADISON DURING THE SPRING OF 1973. THE BOOK IS INTENDED TO ESTABLISH A HEALTHY PERSPECTIVE ON THE EXTENSION OF THE RIGHTS AND LIBERTIES OF CHILDREN IN THE PUBLIC SCHOOLS. THE COLLECTIVE VIEW OF THE AUTHORS IS THAT A PROCESS OF CONFLICT RESOLUTION IS ESSENTIAL TO AVOID CONTINUED BATTLE OVER THE ISSUE OF STUDENTS RIGHTS VERSUS THE PREROGATIVES OF EDUCATIONAL INSTITUTIONS. THE INDIVIDUAL ARTICLES INCLUDE THE FOLLOWING: 'MORALITY, SCIENCE, AND THE USE OF THE CHILD IN HISTORY,' 'STUDENT RIGHTS AND THE SOCIAL CONTEXT OF SCHOOLING,' 'SOCIAL-PSYCHOLOGICAL CONCEPTS AND THE RIGHTS OF CHILDREN,' 'STUDENT RIGHTS AND THE MISUSE OF PSYCHOLOGICAL KNOWLEDGE AND LANGUAGE,' 'THE NATURE OF CLAIMS FOR STUDENT RIGHTS,' 'LEGAL PRECEDENTS IN STUDENT RIGHTS CASES,' 'TRENDS, CONFLICTS, AND IMPLICATIONS IN STUDENT RIGHTS,' AND 'TOWARD INCREASING THE POTENCY OF STUDENT RIGHTS CLAIMS: ADVOCACY-ORIENTED POLICY RECOMMENDATIONS.' THE APPENDIX CONTAINS A MODEL HIGH SCHOOL STUDENT BILL OF RIGHTS ADOPTED BY THE MADISON (WISCONSIN) PUBLIC SCHOOLS. (JG)

DESCRIPTORS

BOARD OF EDUCATION POLICY
EDUCATIONAL ADMINISTRATION
EDUCATIONAL SOCIOLOGY
ESSAYS
SCHOOL LAW
STUDENT RIGHTS
CIVIL LIBERTIES
EDUCATIONAL CHANGE
ELEMENTARY SECONDARY EDUCATION
MODELS
SOCIAL PSYCHOLOGY
STUDENT SCHOOL RELATIONSHIP

AVAILABILITY: MCCUTCHAN PUBLISHING CORPORATION, 2526 GROVE STREET,
BERKELEY, CALIFORNIA 94704 ($9.75, QUANTITY DISCOUNT)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS

JC 10.40 STUDENTS RIGHTS AND RESPONSIBILITIES

REPORT NUMBER ED112477

TITLE THE LEGAL RIGHTS OF STUDENTS. FASTBACK SERIES, NO. 59.

AUTHOR(S) FLYGARE, THOMAS J.

SOURCE PHI DELTA KAPPA EDUCATIONAL FOUNDATION, BLOOMINGTON, IND.

NOTE 50 P.

PUB DATE 75

ABSTRACT

THIS BOOKLET PROVIDES AN OVERVIEW OF THE CHANGES IN THE AREA OF STUDENT RIGHTS IN RECENT YEARS. MOST OF THESE CHANGES HAVE BEEN MANDATED BY THE COURTS AND COVER SUCH AREAS AS DISCRIMINATION, STUDENT RECORDS, SEARCHES, RELIGION IN THE SCHOOLS, FREEDOM OF SPEECH AND ASSEMBLY, SUSPENSION, AND EXPULSION. THE AUTHOR HOLDS THAT IN THE FUTURE THERE WILL BE A DECLINE IN STUDENT RIGHTS LITIGATION BECAUSE TEACHERS AND ADMINISTRATORS HAVE BECOME AND WILL CONTINUE TO BECOME MORE AWARE OF LEGAL PRINCIPLES IN THE SCHOOLS. (AUTHOR/IRT)

DESCRIPTORS
- CIVIL LIBERTIES
- COURT LITIGATION
- DRESS CODES
- EDUCATIONAL DISCRIMINATION
- EQUAL EDUCATION
- FREEDOM OF SPEECH
- RELIGIOUS DISCRIMINATION
- SEX DISCRIMINATION
- STUDENT RIGHTS
- CORPORAL PUNISHMENT
- DISCIPLINE
- DUE PROCESS
- ELEMENTARY SECONDARY EDUCATION
- EXPULSION
- RACIAL DISCRIMINATION
- SEARCH AND SEIZURE
- STUDENT RECORDS
- SUSPENSION

AVAILABILITY: PHI DELTA KAPPA, EIGHTH AND UNION, BOX 789, BLOOMINGTON, INDIANA 47401 ($0.50 SINGLE COPY, $3.00 SET OF 6, $18.00 COMPLETE SET OF 66; QUANTITY DISCOUNTS; PAYMENT MUST ACCOMPANY ORDERS OF LESS THAN $5.00)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

JC 10.40 STUDENT RIGHTS AND RESPONSIBILITIES

REPORT NUMBER	ED109776
TITLE	A GUIDE TO STUDENT RIGHTS AND RESPONSIBILITIES IN THE DEPARTMENT OF DEFENSE OVERSEAS DEPENDENTS SCHOOLS SYSTEM.
SOURCE	DEPENDENTS SCHOOLS (DOD), WASHINGTON, D.C.
NOTE	26 P.; DEVELOPED AT THE WRITING CONFERENCE FOR DRAFT GUIDELINES ON STUDENT RIGHTS AND RESPONSIBILITIES (WASHINGTON, D.C. JULY 14-18, 1975)
PUB DATE	75

ABSTRACT

THIS DRAFT WAS DEVELOPED BY EDUCATORS, PARENTS, ADMINISTRATORS, STUDENTS, AND OFFICE OF OVERSEAS DEPENDENTS EDUCATION REPRESENTATIVES. IT IS DESIGNED TO SERVE AS A GUIDE FOR THE LOCAL DEVELOPMENT OF HANDBOOKS REGARDING STUDENT RIGHTS AND RESPONSIBILITIES. THE DRAFT, WHICH WILL BE REVIEWED AFTER RECOMMENDED REVISIONS ARE RECEIVED, IS VERY BROAD BECAUSE IT MUST APPLY TO ALL SCHOOLS AND ALL COMMUNITIES. IT PRESENTS STATEMENTS OF STUDENT RIGHTS AND RESPONSIBILITIES UNDER THE GENERAL HEADINGS OF ACCESS TO LEARNING, FREEDOM EXPRESSION, STUDENT GOVERNANCE, SCHOOL RECORDS, SCHOOL DISCIPLINE, RELATIONSHIP WITH NONSCHOOL AGENCIES, AND RESOURCES. (AUTHOR/IRT)

DESCRIPTORS

COCURRICULAR ACTIVITIES
DRESS CODES
EXPULSION
GOVERNANCE
SEARCH AND SEIZURE
STUDENT RECORDS
STUDENT RIGHTS
DISCIPLINE
ELEMENTARY SECONDARY EDUCATION
FREEDOM OF SPEECH
GUIDELINES
STUDENT PARTICIPATION
STUDENT RESPONSIBILITY
SUSPENSION

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE

JC 10.40 STUDENT RIGHTS AND RESPONSIBILITIES

REPORT NUMBER ED100059

TITLE STUDENT RIGHTS AND RESPONSIBILITIES. A LEGAL-EDUCATIONAL BIBLIOGRAPHY.

AUTHOR(S) WILLIAMS, JUNIOUS; VERGON, CHARLES B.

SOURCE MICHIGAN UNIV., ANN ARBOR. PROGRAM FOR EDUCATIONAL OPPORTUNITY.; SAGINAW STUDENT RIGHTS CENTER, MICH.

NOTE 148 P.

PUB DATE JUL 74

ABSTRACT

TO FOSTER A BETTER UNDERSTANDING OF STUDENT RIGHTS AND RESPONSIBILITIES AMONG SCHOOL PERSONNEL AND SUDENTS AND TO DEVELOP UNDERSTANDING THAT WILL CONTRIBUTE TO THE REALIZATION OF AN EQUAL EDUCATIONAL OPPORTUNITY FOR ALL STUDENTS, THIS BIBLIOGRAPHY PRESENTS A REPRESENTATIVE SAMPLING OF LEGAL, EDUCATIONAL, AND GENERAL EDUCATION MATERIALS. ITS 22 MAJOR CATEGORIES INCLUDE DUE PROCESS, CORPORAL PUNISHMENT, COMPULSORY ATTENDANCE, SPECIAL EDUCATION, STUDENT RECORDS, POLICE IN SCHOOLS, SEARCHES, PREGNANT STUDENTS, MARRIED STUDENTS, TRACKING, FREE EDUCATION, PUBLICATION AND DISTRIBUTION OF LITERATURE, SYMBOLIC EXPRESSION, DRESS AND GROOMING, STUDENT DEMONSTRATIONS, RELIGIOUS AND PATRIOTIC GESTURES, FREEDOM OF ASSOCIATION, FREEDOM OF SPEECH, ACADEMIC FREEDOM, ARBITRARY RULES, DISCRIMINATION IN EXTRA-CURRICULAR ACTIVITIES, AND OUTSIDE SPEAKERS, VISITORS, AND USE OF SCHOOL FACILITIES. (AUTHOR/DW)

DESCRIPTORS
ACADEMIC FREEDOM
BIBLIOGRAPHIES
CIVIL RIGHTS
DEMONSTRATION (CIVIL)
DUE PROCESS
EQUAL PROTECTION
MARRIED STUDENTS
SCHOOL LAW
SPECIAL EDUCATION
STUDENT RIGHTS
ACTIVISM
CIVIL LIBERTIES
CORPORAL PUNISHMENT
DRESS CODES)
ELEMENTARY SECONDARY EDUCATION
FREEDOM OF SPEECH
POLICE SCHOOL RELATIONSHIP
SEARCH AND SEIZURE
STUDENT RECORDS

IDENTIFIERS
MICHIGAN
SAGINAW STUDENT RIGHTS CENTER

EDRS PRICE MF-$0.76 HC-$6.97 PLUS POSTAGE

JC 10.40 STUDENT RIGHTS AND RESPONSIBILITIES

REPORT NUMBER ED100014

TITLE PUPILS.

AUTHOR(S) WEDLOCK, ELDON D.

SOURCE NATIONAL ORGANIZATION ON LEGAL PROBLEMS OF EDUCATION, TOPEKA, KANS.

NOTE 46 P.; CHAPTER 5 OF THE YEARBOOK OF SCHOOL LAW 1974, EA 006

PUB DATE 74

ABSTRACT

COURT CASES REGRADING STUDNETS' RIGHTS ARE LITTLE CHANGED FROM PREVIOUS YEARS. THE MAJORITY OF THE LITIGATION RELATES EITHER TO CLARIFICATION OF EXISTING LAW OR TO SUITS ALLEGING ILLEGAL ACTIONS BY SCHOOL ADMINISTRATORS AND TEACHERS. THE ISSUES OF CORPORAL PUNISHMENT AND FREEDOM OF EXPRESSION APPEAR TO BE SOMEWHAT SETTLED. THE RIGHTS OF MENTALLY RETARDED AND HANDICAPPED CHILDREN GROW AS AN AREA FOR COURT LITIGATION. THE PRIMARY CHANGES IN LAW HAVE NOT OCCURRED IN THE COURTS SO MUCH AS IN THE MINDS AND ATTITUDES OF EDUCATIORS AND STUDENTS. LITIGATION HAS DECREASED IN AREAS SUCH AS CORPORAL PUNISHMENT BECAUSE PUPILS AND TEACHERS ARE MORE AWARE OF THE LAW, KNOW ITS BOUNDS, AND IN GENERAL, ATTEMPT TO COMPLY WITH IT. THIS CHAPTER REVIEWS AND DISCUSSES COURT CASES RELATING TO MENTALLY RETARDED, HANDICAPPED, AND OTHER EXCEPTIONAL CHILDREN; ATHLETIC AND ACTIVITY ASSOCIATIONS; MARRIED STUDENTS; TUITION; STUDENT PLACEMENT; RELIGIOUS BELIEFS; CURRICULAR MATTERS; STUDENT CONDUCT; AND DESEGREGATION. (AUTHOR/DW)

DESCRIPTORS
ATHLETICS
COURT LITIGATION
DRESS CODES
EXCEPTIONAL CHILDREN
INTEGRATION LITIGATION
RACIAL INTEGRATION
SCHOOL LAW
STUDENT PLACEMENT
SUPREME COURTS
YEARBOOKS
COURT CASES
CURRICULUM
ELEMENTARY SECONDARY EDUCATION
FEDERAL COURTS
MARRIED STUDENTS
RELIGIOUS FACTORS
STUDENT BEHAVIOR
STUDENT RIGHTS
TUITION

AVAILABILITY: NOT AVAILABLE SEPARATELY; SEE EA 006 628

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

JC 10.40 STUDENT RIGHTS AND RESPONSIBILITIES

REPORT NUMBER ED113805

TITLE THE CIVIL RIGHTS OF STUDENTS. CRITICAL ISSUES IN EDUCATION SERIES.

AUTHOR(S) SCHIMMEL, DAVID; FISCHER, LOUIS

NOTE 347 P.

PUB DATE 75

ABSTRACT

THIS BOOK IS INTENDED TO HELP STUDENTS, TEACHERS, ADMINISTRATORS, AND PARENTS BECOME MORE AWARE OF STUDENTS' LEGAL RIGHTS AND MORE SENSITIVE TO ARGUMENTS ON BOTH SIDES OF CURRENT CIVIL RIGHTS CONTROVERSIES. THE AUTHORS ATTEMPT, WHENEVER POSSIBLE, TO TRANSLATE LEGAL JARGON INTO LANGUAGE MORE READILY UNDERSTOOD BY LAYMEN, AND THEY RELY PRIMARILY ON THE 'CASE' APPROACH TO DISCUSSING LEGAL QUESTIONS. THIS APPROACH FIRST DESCRIBES THE SITUATION SURROUNDING A LEGAL CONTROVERSY, THEN POSES SEVERAL QUESTIONS THAT CONFRONT THE MAJOR IMPLICATIONS OF THE CASE, AND FINALLY SUMMARIZES THE OPINION OF THE COURT. SUMMARIES AT THE END OF EACH CHAPTER INTEGRATE THE RULINGS OF THE DIVERSE CASES PRESENTED IN THE CHAPTER. INDIVIDUAL CHAPTERS EXAMINE PROVISIONS AND APPLICATIONS OF SCHOOL LAW INVOLVING FREEDOM OF SPEECH, FREEDOM OF THE PRESS, FREEDOM OF ASSOCIATION, FREEDOM OF RELIGION AND CONSCIENCE, PERSONAL APPEARANCE, RACIAL AND ETHNIC SEGREGATION, SEX DISCRIMINATION, AND DUE PROCESS OF LAW. (AUTHOR/JG)

DESCRIPTORS
CIVIL LIBERTIES
COURT CASES
DRESS CODES
ELEMENTARY SECONDARY EDUCATION
HIGHER EDUCATION
RELIGION
SEX DISCRIMINATION
CIVIL RIGHTS
COURT LITIGATION
DUE PROCESS
FREEDOM OF SPEECH
RACIAL DISCRIMINATION
SCHOOL LAW
STUDENT RIGHTS

AVAILABILITY: HARPER AND ROW, PUBLISHERS, 49 EAST 33RD STREET, NEW YORK, NEW YORK 10016 ($4.95, PAPERBACK)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS

JC 10.40 STUDENT RIGHTS AND RESPONSIBILITIES

REPORT NUMBER ED113835

TITLE CONTEMPORARY LEGAL PROBLEMS IN EDUCATION

SOURCE NATIONAL ORGANIZATION ON LEGAL PROBLEMS OF EDUCATION, TOPEKA, KANS.

NOTE 254 P.; PAPERS PRESENTED AT THE ANNUAL MEETING OF THE NATIONAL ORGANIZATION ON LEGAL PROBLEMS OF EDUCATION (20TH, MIAMI BEACH, FLORIDA, NOVEMBER 13-15, 1974); RELATED DOCUMENTS ARE ED090 161 AND EA 007 649-666

PUB DATE 75

ABSTRACT

THIS IS A COLLECTION OF THE MAJOR PAPERS PRESENTED AT THE NATIONAL ORGANIZATION ON LEGAL PROBLEMS OF EDUCATION ANNUAL CONVENTION. THE PAPERS REFLECT THE DIVERSITY AND COMPLEXITY OF THE LEGAL ISSUES THAT AFFECT SCHOOLS. MAJOR ARTICLES INCLUDE 'LEGAL LITERACY AND TEACHER EDUCATION,' BY LOUIS FISCHER AND DAVID SCHIMMEL; 'SCHOOL FINANCE REFORM IN A POST-RODRIGUEZ WORLD,' BY BETSY LEVIN; 'LEGAL ASPECTS OF EDUCATING THE DEVELOPMENTALLY DISABLED,' BY H. RUTHERFORD TURNBULL III; 'STUDENT CONDUCT: RECENT DEVELOPMENTS IN CONSTITUTIONAL LAW,' BY E. EDMUND REUTTER, JR.; AND 'SEX DISCRIMINATION IN EDUCATIONAL INSTITUTIONS AND THE LAW,' BY BERNICE SANDLER. FIFTEEN OTHER ARTICLES RANGE IN SUBJECT MATTER FROM THE LEGAL PROBLEMS OF STUDENT RECORDS AND PUBLICATIONS TO THE SEARCH OF STUDENTS AND THEIR LOCKERS. THIS BOOK CONTAINS A DISCUSSION OF NEARLY EVERY MAJOR LEGAL ISSUE WITH WHICH EDUCATIONAL INSTITUTIONS MUST DEAL. (AUTHOR)

DESCIPTORS

COLLECTIVE BARGAINING
EDUCATIONAL ADMINISTRATION
ELEMENTARY SECONDARY EDUCATION
HIGHER EDUCATION
SCHOOL LAW
SEX DISCRIMINATION
STUDENT RIGHTS
COURT LITIGATION
EDUCATIONAL FINANCE
FEDERAL LEGISLATION
PRINCIPALS
SEARCH AND SEIZURE
STATE CHURCH SEPARATION

AVAILABILITY: NATIONAL ORGANIZATION ON LEGAL PROBLEMS OF EDUCATION, 825 WESTERN, TOPEKA, KANSAS 66606 ($9.95)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

JCAA 10.401 DUE PROCESS; also JCDAB 10.408

REPORT NUMBER ED101464

TITLE SUPREME COURT OF THE UNITED STATES: WOOD ET. AL. V. STRICKLAND ET. AL. CEPTIORARI TO THE UNITED STATES COURT OF APPEALS FOR THE EIGHTH CIRCUIT, NO. 73-1285. ARGUED OCTOBER 16, 1974--DECIDED FEBRUARY 25, 1975.

SOURCE SUPREME COURT OF THE U. S., WASHINGTON, D.C.

NOTE 27 P.; SYLLABUS INCLUDED

PUB DATE 23 FEB 75

ABSTRACT

THREE ARKANSAS HIGH SCHOOL STUDENTS WERE EXPELLED FOR VIOLATING A SCHOOL REGULATION PROHIBITING BEVERAGES AT SCHOOL ACTIVITIES. THE STUDENTS BROUGHT SUIT IN U.S. DISTRICT COURT CLAIMING VIOLATION OF THEIR RIGHTS TO DUE PROCESS. THE DISTRCT COURT DIRECTED VERDICTS FOR THE SCHOOL BOARD ON THE GROUND THAT SCHOOL OFFICIALS ARE IMMUNE FROM DAMAGE SUITS EXCEPT IN CASES OF PROVED MALICE OR ILL WILL. THE COURT OF APPEALS REVERSED THE DISTRICT COURT RULING ON THE GROUND THAT THE SCHOOL BOARD HAD NOT ACTED IN GOOD FAITH, SINCE THERE WAS NO EVIDENCE THAT THE REGULATION HAD ACTUALLY BEEN VIOLATED. ALTHOUGH THE STUDENTS ADMITTED SPIKING PUNCH WITH MALT LIQUOR, THERE WAS NO EVIDENCE THAT THE ALCOHOLIC CONTENT OF THE PUNCH MET THE ARKANSAS DEFINITION OF AN INTOXICATING BEVERAGE. THE SUPREME COURT AGREED WITH THE COURT OF APPEALS THAT SCHOOL OFFICIALS ARE IMMUNE ONLY IF THEY ACT IN GOOD FAITH AND WITH PROPER REGARD FOR STUDENTS' CONSTITUTIONAL RIGHTS. HOWEVER, THE COURT ALSO FOUND THAT THE SCHOOL REGULATION FORBIDDING INTOXOCATING BEVERAGES DID NOT HINGE ON THE PERCENTAGE OF ALCOHOLIC CONTENT AND THAT THERE WAS AMPLE EVIDENCE THAT THE STUDENTS HAD KNOWINGLY VIOLATED THE REGULATIONS. THE JUDGMENT OF THE COURT OF APPEALS WAS THEREFORE VACATED, AND THE CASE REMANDED FOR CONSIDERATION OF POSSIBLE PROCEDURAL VIOLATIONS OF THE STUDENTS' RIGHTS TO DUE PROCESS. (JG)

DESCRIPTORS
ALCOHOLIC BEVERAGES
BOARDS OF EDUCATION
DUE PROCESS
HIGH SCHOOL STUDENTS
SCHOOL LAW
STUDENT RIGHTS
BOARD OF EDUCATION POLICY
DISCIPLINE POLICY
EXPULSION
LEGAL RESPONSIBILITY
SECONDARY EDUCATION
SUPREME COURT LITIGATION

IDENTIFIERS
ARKANSAS

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE

JCAA 10.401 DUE PROCESS

REPORT NUMBER ED057495

TITLE THE COURTS AND STUDENT RIGHTS--PROCEDURAL MATTERS.

AUTHOR(S) PHAY, ROBERT E.

NOTE 27 P.; PAPER PRESENTED AT NATIONAL ORGANIZATION ON LEGAL PROBLEMS IN EDUCATION ANNUAL CONVENTION (17TH, LAS VEGAS, NEVADA, NOVEMBER 10-12, 1971)

PUB DATE 12 NOV 71

ABSTRACT

THIS PAPER TRACES THE EVOLUTION OF STUDENT RIGHTS AND THE JUDICIAL PROTECTION OF THESE RIGHTS THROUGHT NUMEROUS COURT CASES. THE AUTHOR OUTLINES THE MINIMUM STANDARDS OF DUE PROCESS REQUIRED IN DISCIPLINARY PROCEEDINGS AND DISCUSSES CASES THAT POINT UP (1) THE REQUIRED SPECIFICITY OF RULES ON STUDENT CONDUCT, (2) THE REQUIREMENTS OF NOTICE TO STUDENT AND PARENTS, (3) THE RIGHT TO A FAIR HEARING, (4) THE RIGHT TO COUNSEL, (5) THE RIGHT TO INSPECT EVIDENCE, (6) THE RIGHT TO HAVE AN IMPARTIAL TRIER OF FACT AT A HEARING, (7) THE RIGHT TO CROSS-EXAMINE AND CONFRONT WITNESSES, AND (8) THE RIGHT TO PROTECTION AGAINST SELF-INCRIMINATION. THE AUTHOR RECOMMENDS THAT SCHOOLS PROVIDE A GRIEVANCE PROCEDURE FOR STUDENTS AND FACULTY AND THAT THEY ESTABLISH WRITTEN REGULATIONS ON STUDENT CONDUCT AS WELL AS WRITTEN PROCEDURES FOR HANDLING DISCIPLINE CASES. HE ALSO RECOMMENDS THAT SCHOOLS HAVE EMERGENCY PLANS TO DEAL WITH SCHOOL DISORDERS. (JF)

DESCRIPTORS

ACTIVISM
DISCIPLINE POLICY
FREEDOM OF SPEECH
SCHOOL POLICY
STATE LAWS
SUSPENSION
COURT CASES
DUE PROCESS
SCHOOL LAW
SPEECHES
STUDENT RIGHTS

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

JCAA 10.401 DUE PROCESS

REPORT NUMBER ED120907

TITLE STUDENT SUSPENSION AND EXPULSION PROCEDURES: A MODEL POLICY AND RULES, WITH COMMENTS, FOR ASSISTANCE TO LOCAL BOARDS IN MEETING THE REQUIREMENTS OF PROCEDURAL DUE OROCESS IN DEALING WITH STUDENT SUSPENSION AND EXPULSION.

SOURCE IOWA STATE DEPT. OF PUBLIC INSTRUCTION, DES MOINES.

NOTE 21 P.

PUB DATE MAY 75

ABSTRACT

WITH THEIR EMPHASIS ON DUE PROCESS, THESE MODEL RULES AND POLICIES CAN HELP SCHOOLS SAFEGUARD THE RIGHTS OF STUDENTS AND ENSURE THAT SCHOOLS ARE MORE CERTAIN OF THE FACTS WHEN ALL OTHER ALTERNATIVES HAVE FAILED AND IT IS NECESSARY TO DISMISS OR EXPEL A STUDENT, LOCAL RULES AND POLICIES BASED ON THIS MODEL SHOULD HELP TO KEEP BOTH THE RIGHTS AND RESPONSIBILITIES OF THE STUDENT AND THE SCHOOL IN PERSPECTIVE. (AUTHOR/IRT)

DESCRIPTORS
BOARD OF EDUCATION POLICY
DUE PROCESS
EXPULSION
RECORDS (FORMS)
SUSPENSION
BOARDS OF EDUCATION
ELEMENTARY SECONDARY EDUCATION
MODELS
STUDENTS

IDENTIFIERS
IOWA

EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE

JCAB 10.402 SEARCH OF SCHOOL PROPERTIES

REPORT NUMBER	ED100048
TITLE	LAW OF GUIDANCE AND COUNSELING. LEGAL PROBLEMS OF EDUCATION SERIES, VOL. 4.
AUTHOR(S)	WARE, MARTHA L., ED.
SOURCE	NATIONAL ORGANIZATION ON LEGAL PROBLEMS OF EDUCATION, TOPEKA, KANS.
NOTE	178 P.
PUB DATE	69

ABSTRACT

THIS FOURTH VOLUME OF THE LEGAL PROBLEMS OF EDUCATION SERIES DISCUSSES COUNSELOR LIABILITY, SEARCH AND SEIZURE OF STUDENT PROPERTY, AND STUDENT RECORDS. IT IS ORGANIZED INTO TEN CHAPTERS CONCENTRATING ON CONFIDENTIALITY, SLANDER AND LIBEL, INSPECTION AND RELEASE OF STUDENT RECORDS, USE OF RECORDS IN COURT, SEARCH OF STUDENTS, SEARCH OF PROPERTY, DUTIES AND LIABILITIES OF COUNSELORS. THE ANSWERS TO LEGAL PROBLEMS FACING GUIDANCE AND COUNSELING PERSONNEL ARE EXPLORED WHILE THE PAUCITY OF RELATED LAW AND COURT CASES IS RECOGNIZED. (AUTHOR/DW)

DESCRIPTORS

COUNSELORS
 COURT LITIGATION
 FEDERAL COURTS
 LEGAL PROBLEMS
 SEARCH AND SEIZURE
 STUDENT RIGHTS
COURT CASES
ELEMENTARY SECONDARY EDUCATION
GUIDANCE
SCHOOL LAW
STUDENT RECORDS
SUPREME COURTS

AVAILABILITY: NATIONAL ORGANIZATION ON LEGAL PROBLEMS OF EDUCATION, 825 WESTERN, TOPEKA, KANSAS 66606 ($7.50)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

JCABA 10.403 SEARCH OF INDIVIDUALS

REPORT NUMBER ED113838

TITLE SEARCH AND SEIZURE IN THE PUBLIC SCHOOL CONTEXT.

AUTHOR(S) SHARP, ROBERT K.

SOURCE NATIONAL ORGANIZATION ON LEGAL PROBLEMS OF EDUCATION, TOPEKA, KANS.

NOTE 13 P.; CHAPTER 3 OF EA 007 648

PUB DATE 75

ABSTRACT

THE PRESENT STATE OF LITIGATION ON SEARCH AND SEIZURE WILL PERMIT THE WARRANTLESS SEARCH OF A SCHOOL LOCKER BY A SCHOOL OFFICIAL WHO HAS REASONABLE SUSPICION THAT IT CONTAINS SOMETHING ILLEGAL, IF HE ACTS WITHOUT THE INTRUSION OF THE POLICE. FROM THE FIRST AND LAST SEARCH CASES CITED HEREIN, IT IS ABUNDANTLY CLEAR THAT SCHOOL OFFICIALS EXCEED THEIR AUTHORITY WHEN THEY SUBJECT STUDENTS TO STRIP SEARCHES AND THAT THEY WILL BE HELD ACCOUNTABLE UNDER ASSAULT AND BATTERY AND CIVIL RIGHTS THEORIES IF THEY CONDUCT OR ALLOW SUCH SEARCHES. AS GUALT AND TINKER MADE CLEAR, MINOR CHILDREN WHO ARE ENROLLED IN THE PUBLIC SCHOOLS ARE CITIZENS WHO RETAIN THEIR CONSTITUTIONAL RIGHTS, EVEN WITHIN THE CONFINES OF THE SCHOOL ENVIRONMENT. (AUTHOR)

DESCRIPTORS
ADMINISTRATOR RESPONSIBILITY
COURT LITIGATION
LEGAL RESPONSIBILITY
SEARCH AND SEIZURE
SUPREME COURT LITIGATION
CIVIL LIBERTIES
ELEMENTARY SECONDARY EDUCATION
POLICE SCHOOL RELATIONSHIP
STUDENT RIGHTS

AVAILABILITY: ONLY AS PART OF COMPLETE DOCUMENT, SEE EA 007 648

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

JCAC 10.404 INTERROGATION BY PUBLIC OFFICIALS

REPORT NUMBER ED100059

TITLE STUDENT RIGHTS AND RESPONSIBILITIES. A LEGAL-EDUCATIONAL BIBLIOGRAPHY.

AUTHOR(S) WILLIAMS, JUNIOUS; VERGON, CHARLES B.

SOURCE MICHIGAN UNIV., ANN ARBOR. PROGRAM FOR EDUCATIONAL OPPORTUNITY.; SAGINAW STUDENT RIGHTS CENTER, MICH.

NOTE 148 P.

PUB DATE JUL 74

ABSTRACT

TO FOSTER A BETTER UNDERSTANDING OF STUDENT RIGHTS AND RESPONSIBILITIES AMONG SCHOOL PERSONNEL AND SUTDENTS AND TO DEVELOP UNDERSTANDING THAT WILL CONTRIBUTE TO THE REALIZATION OF AN EQUAL EDUCATIONAL OPPORTUNITY FOR ALL STUDENTS, THIS BIBLIOGRAPHY PRESENTS A REPRESENTATIVE SAMPLING OF LEGAL, EDUCATIONAL, AND GENERAL EDUCATION MATERIALS. ITS 22 MAJOR CATEGORIES INCLUDE DUE PROCESS, CORPORAL PUNICSHMENT, COMPULSORY ATTENDANCE, SPECIAL EDUCATION, STUDENT RECORDS, POLICE IN SCHOOLS, SEARCHES, PREGNANT STUDENTS, MARRIED STUDENTS, TRACKING, FREE EDUCATION, PUBLICATION AND DISTRIBUTION OF LITERATURE, SYMBOLIC EXPRESSION, DRESS AND GROOMING, STUDENT DEMONSTRATIONS, RELIGIOUS AND PATRIOTIC GESTURES, FREEDOM OF ASSOCIATION, FREEDOM OF SPEECH, ACADEMIC FREEDOM, ARBITRARY RULES, DISCRIMINATION IN EXTRA-CURRICULAR ACTIVITIES , AND OUTSIDE SPEAKERS, VISITORS, AND USE OF SCHOOL FACILITIES. (AUTHOR/DW)

DESCRIPTORS

ACADEMIC FREEDOM
BIBLIOGRAPHIES
CIVIL RIGHTS
DEMONSTRATIONS (CIVIL)
DUE PROCESS
EQUAL PROTECTION
MARRIED STUDENTS
SCHOOL LAW
SPECIAL EDUCATION
STUDENT RIGHTS
ACTIVISM
CIVIL LIBERTIES
CORPORAL PUNISHMENT
DRESS CODES
ELEMENTARY SECONDARY EDUCATION
FREEDOM OF SPEECH
POLICE SCHOOL RELATIONSHIP
SEARCH AND SEIZURE
STUDENT RECORDS

IDENTIFIERS

MICHIGAN
SAGINAW STUDENT RIGHTS CENTER

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JCD 10.406 STUDENT CONDUCT

REPORT NUMBER ED119386

TITLE PLANNING ASSISTANCE PROGRAMS TO REDUCE SCHOOL VIOLENCE AND DISRUPTION, AND APPENDICES.

AUTHOR(S) MARVIN, MICHAEL; AND OTHERS

SOURCE RESEARCH FOR BETTER SCHOOLS, INC., PHILADELPHIA, PA.

NOTE 247 P.; SOME PAGES OF TEXT AND SOME CHARTS MAY BE OF MARGINAL LEGIBILITY DUE TO QUALITY OF ORIGINAL DOCUMENT; BEST COPY AVAILABLE

PUB DATE JAN 76

ABSTRACT

THE CENTRAL PURPOSE OF THIS PORJECT WAS TO PROVIDE AN INFORMATION BASE THAT THE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION (LEAA) CAN USE IN PLANNING PROGRAMS TO HELP SCHOOL PERSONNEL COPE MORE EFFECTIVELY WITH THE PROBLEM OF VIOLENCE IN THEIR SCHOOLS. THE EFFORTS TO PROVIDE AN INFORMATION BASE WERE ORGANIZED INTO FOUR TASKS: TO DETERMINE THAT NATURE AND EXTENT OF THE PROBLEM OF SCHOOL VIOLENCE, TO DETERMINE WHAT EFFORTS ARE BEING UNDERTAKEN IN SCHOOLS TO REDUCE SCHOOL VIOLENCE, TO DETERMINE WHAT KINDS OF HELP SCHOOLS NEED, AND TO DETERMINE HOW OTHER FEDERAL PROGRAMS HELP SCHOOLS SOLVE SPECIFIC PROBLEMS. THE FEDERAL PROGRAMS EXAMINED ARE RIGHT TO READ, DRUG ABUSE EDUCATION PROGRAM, THE CIVIL RIGHTS TRAINING AND TECHNICAL ASSISTANCE PROGRAM, THE DROPOUT PREVENTION PROGRAM UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) TITLE VIII, TEACHER CORPS, AND ESEA TITLE III. THE RECOMMENDED PROGRAM ENPHASIZES THE PROVISION OF TECHNICAL ASSISTANCE TO LOCAL AGENCIES BY REGIONAL STAFFS OF EXPERTS. THE PROGRAM WOULD BE GIVEN OVERALL DIRECTION AND SUPPORT AT THE NATIONAL LEVEL. AN EXTENSIVE BIBLIOGRAPHY IS INCLUDED IN THE APPENDICES. (AUTHOR/IRT)

DESCRIPTORS

BIBLIOGRAPHIES
ELEMENTARY SECONDARY EDUCATION
FEDERAL PROGRAMS
PROGRAM DESCRIPTIONS
QUESTIONNAIRES
SCHOOL VANDALISM

COSTS
FEDERAL AID
FINANCIAL SUPPORT
PROGRAM DEVELOPMENT
SCHOOLS
VIOLENCE

EDRS PRICE MF-$0.83 HC-$12.71 PLUS POSTAGE

1424

JCD 10.406 STUDENT CONDUCT

REPORT NUMBER ED102641

TITLE THE COURTS AND STUDENT CONDUCT. ERIC/CEM STATE-OF-THE-KNOWLEDGE SERIES, NUMBER TWENTY-SEVEN. NOLPE MONOGRAPH SERIES.

AUTHOR(S) REUTTER, E. EDMUND, JR.

SOURCE NATIONAL ORGANIZATION ON LEGAL PROBLEMS OF EDUCATION, TOPEKA, KANS.; OREGON UNIV.,EUGENE. ERIC CLEARINGHOUSE ON EDUCATIONAL MANAGEMENT.

NOTE 104 P.; FOR RELATED DOCUMENT SEE ED 044 829

PUB DATE 75

ABSTRACT

THIS MONOGRAPH ANALYZES AND SUMMARIZES JUDICIAL DECISIONS RELEVANT TO THE CONTROL OF STUDENT CONDUCT BY SCHOOL OFFICIALS. IT IS AN EXPANSION AND REVISION OF A MONOGRAPH PUBLISHED BY THE SAME AUTHOR IN 1970. EXTENSIVE REVISION OF THE EARLIER WORK WAS NECESSARY BECAUSE THE NUMBER OF APPELLATE COURT DECISIONS INVOLVING STUDENT CONDUCT HAS GROWN RAPIDLY IN RECENT YEARS AS A RESULT OF INCREASED RELIANCE ON THE COURTS AS THE MEANS TO RESOLVE CONFLICTS BETWEEN STUDENTS AND SCHOOL AUTHORITIES. THE AUTHOR FIRST DESCRIBES THE GENERAL LEGAL FRAMEWORK THAT APPLIES TO STUDENT DISCIPLINE AND THEN EXAMINES COURT DECISIONS RELEVANT TO VARIOUS SPECIFIC AREAS OF STUDENT CONDUCT, INCLUDING DRESS AND APPEARANCE, INSIGNIAS AND EMBLEMS, PUBLICATIONS, SECRET SOCIETIES, AND MARRIAGE AND PARENTHOOD. (AUTHOR)

DESCRIPTORS
ADMINISTRATIVE POLICY
COURT LITIGATION
DRESS CODES
MARRIED STUDENTS
SCHOOL LAW
STUDENT PUBLICATIONS
STUDENT SCHOOL RELATIONSHIP
COURT CASES
DISCIPLINE POLICY
ELEMENTARY SECONDARY EDUCATION
PREGNANT STUDENTS
STUDENT ORGANIZATIONS
STUDENT RIGHTS

AVAILABILITY: NATIONAL ORGANIZATION ON LEGAL PROBLEMS IN EDUCATION, 825 WESTERN AVENUE, TOPEKA, KANSAS 66606 ($4.95)

EDRS PRICE MF-$0.76 HC-$5.70 PLUS POSTAGE

JCDAA 10.407 SMOKING

REPORT NUMBER ED064795

TITLE MINIMUM STANDARDS FOR STUDNET CONDUCT AND DISCIPLINE, INCLUDING SUGGESTED GUIDELINES AND MODEL CODES. OREGON ADMINISTRATIVE RULES 21-050 -- 21-085.

AUTHOR(S) PARNELL, DALE

SOURCE OREGON STATE BOARD OF EDUCATION, SALEM.

NOTE 16 P.; STANDARDS ADOPTED BY THE OREGON STATE BOARD OF EDUCATION MAY 12, 1972

PUB DATE 12 MAY 72

ABSTRACT

THE GUIDELINES AND CODES IN THIS BOOKLET WERE WRITTEN TO ASSIST TEACHERS AND ADMINISTRATORS STRENGTHEN THEIR POSITIONS IN TIMES OF LEGAL AND SOCIAL CONFUSION AND IN THE FACE OF CHALLENGES TO ADMINISTRATIVE AND STAFF AUTHORITY. MODEL CODES ARE PROVIDED FOR STUDENT (1) ASSEMBLY, (2) DRESS AND GROOMING, (3) MOTOR VEHICLES, (4) SEARCH AND SEIZURE, (5) ATTENDANCE, (6) FREEDOM OF EXPRESSION, (7) TOBACCO USE, (8) PHYSICAL DISCIPLINE, (9) RECORDS, (10) SUSPENSION AND EXPULSION, AND (11) FOR NONSTUDENT LOITERING. (AUTHOR/JF)

DESCRIPTORS

ATTENDANCE
CONDUCT
DISCIPLINE POLICY
FREEDOM OF SPEECH
SCHOOL POLICY
SMOKING
STUDENT BEHAVIOR
STUDENT RIGHTS
BEHAVIOR STANDARDS
DISCIPLINE
DRESS CODES
MOTOR VEHICLES
SEARCH AND SEIZURE
STATE STANDARDS
STUDENT RECORDS

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

JCDAB 10.408 ALCOHOL USE

REPORT NUMBER	ED094592
TITLE	RESIDENCE HALL STUDENT SATISFACTION WITH INTERIM ALCOHOL POLICY. OFFICE FOR STUDENT AFFAIRS RESEARCH BULLETIN; V15 N4 JUL 74.
AUTHOR(S)	SEABOURG, DEBORAH; AND OTHERS
SOURCE	MINNESOTA UNIV., MENNEAPOLIS. OFFICE FOR STUDENT AFFAIRS.
NOTE	11 P.
PUB DATE	10 JUL 74

ABSTRACT

AT THE BEGINNING OF THE 1973-74 ACADEMIC YEAR ALCOHOL USAGE WAS OFFICIALLY PERMITTED FOR THE FIRST TIME IN RESIDENCE HALLS IN THE TWIN CITIES CAMPUS OF THE UNIVERSITY OF MINNESOTA. TO DETERMINE RESIDENTS' PERCEPTIONS OF THE EFFECTS OF THE CHANGE IN DRINKING POLICY, INTERVIEWS WERE CONDUCTED WITH 49 CURRENT DORMITORY RESIDENTS, WHO HAD ALSO LIVED IN A U OF M RESIDENT HALL DURING THE YEAR PRIOR TO THE NEW POLICY. INTERVIEWEES WERE RANDOMLY SELECTED FROM EACH RESIDENCE HALL IN NUMBERS PROPORTIONATE TO THE TOTAL NUMBER OF RESIDENTS IN EACH HALL. KEY FINDINGS OF THE SURVEY INCLUDE: 84 PERCENT OF THOSE INTERVIEWED EXPRESSED GENERAL SATISFACTION WITH THE NEW POLICY, AND 82 PERCENT FELT THAT IT RESPECTED THE RIGHTS OF BOTH DRINKERS AND NONDRINKERS. FIFTY-THREE PERCENT OF THE INTERVIEWEES FELT THAT THE CHANGE IN OFFICIAL POLICY HAD NOT ALTERED THE AMOUNT OF DRINKING THAT HAD OCCURRED BEFORE DRINKING WAS OFFICIALLY PERMITTED. NO RESPONDENTS FELT THAT THE POLICY CHANGE HAD ADVERSELY AFFECTED THEIR GRADES, AND 92 PERCENT REPORTED NO EFFECT ON THEIR MANAGEMENT OF STUDY TIME. SEVENTY-FOUR PERCENT FELT THAT THE POLICY HAD NOT SIGNIFICANTLY CHANGED THE SOCIAL ATMOSPHERE IN THE RESIDENCE HALLS, ALTHOUGH 52 PERCENT REPORTED THAT THE NUMBER OF FLOOR-LOUNGE PARTIES HAD INCREASED FROM THE PREVIOUS YEARS. (AUTHOR)

DESCRIPTORS

ALCOHOLIC BEVERAGES
DORMITORIES
RESEARCH PROJECTS
STUDENT OPINION
COLLEGE STUDENTS
HIGHER EDUCATION
SCHOOL POLICY
SURVEYS

IDENTIFIERS

UNIVERSITY OF MINNESOTA

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

JCDAB 10.408 ALCOHOL USE

REPORT NUMBER ED119890

TITLE ALCOHOL ABUSE AND ALCOHOLISM PREVENTION MODEL LEARNING SYSTEMS: PRELIMINARY DESIGNS. FINAL REPORT.

AUTHOR(S) JACOBS, SAUL H.

SOURCE SUTHERLAND LEARNING ASSOCIATES, INC., LOS ANGELES, CALIF.

NOTE 256 P.

PUB DATE 16 MAY 74

ABSTRACT

THE FINAL REPORT ON A PROJECT DESIGNED TO DEVELOP A MODEL LEARNING SYSTEM FOR ALCOHOL ABUSE AND ALCOHOLISM PREVENTION CONTAINS FORMAT DETAILS OF FOUR SPECIFIC PROGRAMS. EACH PROGRAM IS GEARED TO OBTAIN MAXIMUM SUCCESS IN REINFORCING RESPONSIBLE BEHAVIOR, TO CHANGE LEARNER BEHAVIOR, AND TO INSURE EFFECTIVE IMPLEMENTATION IN A VARIETY OF INSTITUTIONAL SETTINGS. THE FOUR TARGET POPULATIONS SPECIFIED ARE: (1) STUDENTS IN MEDICAL SCHOOLS, (2) STUDENTS IN REGISTERED NURSE TRAINING INSTITUTIONS, (3) FEDERAL CIVIL SERVICE EMPLOYEES, AND (4) ELEMENTARY SCHOOL STUDENTS. A DETAILED DESCRIPTION OF EACH OF THE PROGRAMS INCLUDES A BREAKDOWN OF PROGRAM COMPONENTS AND COMPONENT MODULES, PLUS A LIST OF OBJECTIVES AND SUCCESS CRITERIA FOR MODULE OUTCOME. A COMPREHENSIVE PLAN FOR FIELD TESTING THE LEARNING SYSTEM IS ALSO PRESENTED. (AUTHOR)

DESCRIPTORS

ALCOHOL EDUCATION
BEHAVIOR CHANGE
MODELS
PROGRAM DESCRIPTIONS
ALCOHOLISM
ELEMENTARY SECONDARY EDUCATION
PREVENTIONS
SYSTEMS APPROACH

AVAILABILITY: NATIONAL TECHNICAL INFORMATION SERVICES, 5285 PORT ROYAL ROAD, SPRINGFIELD, VIRGINIA 22161 (ORDER NO. PB-239-296, HC-$8.50 MF-$2.25)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

JCDAC 10.409 DRUG USE

REPORT NUMBER ED042265

TITLE LEGAL POSITION OF SCHOOL PERSONNEL -- DRUGS AND NARCOTICS.

AUTHOR(S) SHANNON, THOMAS A.

NOTE 13 P.; PAPER PRESENTED AT SAN DIEGO STATE COLLEGE DRUG ABUSE WORKSHOP (SAN DIEGO, CLAIFORNIA, AUGUST 12-23, 1968)

PUB DATE 13 AUG 68

ABSTRACT

CALIFORNIA EDUCATORS HAVE BEEN GIVEN BROAD DISCRETIONARY POWERS TO CONTROL STUDENTS WHO MISUSE DRUGS OR NARCOTICS, AND TO DEVELOP DRUG EDUCATION PROGRAMS. THIS PAPER OUTLINES AND DISCUSSES LEGISLATION DEALING WITH DISCIPLINARY ACTIONS AGAINST DRUG OFFENDERS, AND DELINEATES SCHOOL RESPONSIBILITIES FOR DEVELOPING AND IMPLEMENTING EFFECTIVE DRUG EDUCATION PROGRAMS. (LLR)

DESCRIPTORS

DISCIPLINE
DRUG LEGISLATION
HEALTH EDUCATION
SCHOOL POLICY
SUSPENSION
DRUG ABUSE
EXPULSION
SCHOOL LAW
STATE LAWS

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

JCDAC 10.409 DRUG USE

REPORT NUMBER ED078516

TITLE THE HIGH SCHOOL PRINCIPAL'S ROLE WITH RESPECT TO THE PRESENT MARIHUANA PROBLEM.

AUTHOR(S) NOSTRAND, PETER F.

NOTE 126 P.

PUB DATE 73

ABSTRACT

THIS REPORT INDICATES TO PRINCIPALS THAT THEIR SCHOOLS PROBABLY HAVE A MARIHUANA PROBLEM; OUTLINES MEASURES NECESSARY TO THE ESTABLISHMENT OF AN EFFECTIVE MARIHUANA PREVENTION PROGRAM; AND SUGGESTS WAYS TO HANDLE THE MARIHUANA SMOKER ONCE HE HAS BEEN IDENTIFIED. TO HELP THE PRINCIPAL FOCUS UPON, UNDERSTAND, AND TAKE CONSTRUCTIVE ACTION WITH RESPECT TO THE MARIHUANA PROBLEM, THE REPORT FIRST ATTEMPTS TO EDUCATE THE LARGE NUMBER OF HIGH SCHOOL PRINCIPALS WHO ASSUME THAT NO MARIHUANA PROBLEMS EXIST IN THEIR SCHOOLS. IT THEN OUTLINES THE NECESSARY FOUNDATIONS ON WHICH THE PRINCIPAL AND OTHERS SHOULD CONSTRUCT A PROGRAM DESIGNED TO MEET THE NEEDS OF A PARTICULAR SCHOOL AND COMMUNITY. FINALLY, THE POLICY FORMATION AND ITS IMPLEMENTATION AND THE ROLE OF THE PRINCIPAL IN A SITUATION INVOLVING A STUDENT WHO HAS BEEN CAUGHT WITH MARIHUANA ARE DEALT WITH. THIS LAST SECTION EMPHASIZES THE LEGAL RESPONSIBILITIES OF THE PRINCIPAL AND THE VARIOUS WAYS IN WHICH HE CAN EXERCISE GOOD JUDGMENT IN THE DECISIONMAKING PROCESS WITHOUT FORFEITING HIS LEGAL DUTIES. APPENDIXES CONTAIN TEXTS OF FEDERAL DRUG LAWS; A STATE-BY-STATE SURVEY OF MARIHUANA LAWS AND PENALTIES; AND GUIDELINES FOR ESTABLISHING A SCHOOL BOARD POLICY ON DRUG DISCOVERY. (JF)

DESCRIPTORS

BOARD OF EDUCATION POLICY
DRUG EDUCATION
DRUG THERAPY
GUIDELINES
POLICE SCHOOL RELATIONSHIP
PRINCIPALS
STATE SURVEYS
DRUG ABUSE
DRUG LEGISLATION
FEDERAL LEGISLATION
MARIHUANA
POLICY FORMATION
STATE LEGISLATION

EDRS PRICE MF-$0.75 HC-$6.60 PLUS POSTAGE

JCDAC 10.409 DRUG USE

REPORT NUMBER ED103461

TITLE A SURVEY OF THE USAGE AND AWARENESS OF DRUGS AMONG STUDENTS, PARENTS AND TEACHERS.

AUTHOR(S) MCCOWAN, RICHARD J.; MAZALEWSKI, STANLEY

NOTE 20 P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE NORTHEASTERN EDUCATIONAL RESEARCH ASSOCIATION (ELLENVILLE, NEW YORK, NOVEMBER 1973)

PUB DATE NOV 73

ABSTRACT

DURING 1972, IN THE SOUTHERN TIER OF NEW YORK STATE, THREE SURVEYS INVOLVING STUDENTS, TEACHERS, AND PARENTS FROM SIX COMMUNITIES WERE CONDUCTED TO GATHER DATA ON THE INCIDENCE OF DRUG USAGE AMONG STUDENTS, THEIR KNOWLEDGE ABOUT DRUGS, AND TOWARDS SPECIFIC DRUGS AND THEIR EFFECTS. THESE DATA WERE OBTAINED PRIMARILY TO PROVIDE BASELINE DATA WHICH COULD BE USED FOR THE DEVELOPMENT AND EVALUATION OF DRUG EDUCATION PROGRAMS. SURVEY 1 INCLUDED THE ENTIRE STUDENT POPULATION OF SIX SCHOOL DISTRICTS LOCATED IN THE SOUTHERN TIER OF NEW YORK STATE. THE DISTRICTS INCLUDED URBAN, SUBURBAN, AND RURAL COMMUNITIES AND THE STUDENT POPULATION INCLUDED GRADES 6-12. A TOTAL OF 6,194 SUBJECTS WERE SURVEYED SURVEY 2 CONSISTED OF A RANDOM SAMPLE OF 91 PARENTS AND COMMUNITY MEMBERS, WHILE SURVEY 3 CONSISTED OF 122 TEACHERS. THE 79 ITEMS AND SUMMARIES OF RESPONSES TO THE SURVEY INSTRUMENT, SURVEY ON DRUG USAGE, ARE INCLUDED. (AUTHOR)

DESCIPTORS
ATTITUDES
DRINKING
DRUG ADDICTION
DRUG LEGISLATION
KNOWLEDGE LEVEL
LYSERGIC ACID DIETHYLAMIDE
NARCOTICS
QUESTIONNAIRES
STUDENTS
TEACHERS
BEHAVIOR PATTERNS
DRUG ABUSE
DRUG EDUCATION
ELEMENTARY SECONDARY EDUCATION
LAWS
MARIHUANA
PARENTS
SMOKING
SURVEYS

IDENTIFIERS
NEW YORK

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

JCDAC 10.409 DRUG USE

REPORT NUMBER	ED112520
TITLE	DEVELOPING SCHOOL DRUG POLICY: A GUIDE FOR ADMINISTRATORS
SOURCE	MAINE STATE DEPT. OF EDUCATIONAL AND CULTURAL SERVICES, AUGUSTA.
NOTE	47 P.; NOT AVAILABLE IN HARD COPY DUE TO PAPER COLOR OF ORIGINAL DOCUMENT.
PUB DATE	75

ABSTRACT

THIS ADMINISTRATOR'S GUIDE IS INTENDED TO AID LOCAL SCHOOL ADMINISTRATORS WHO FORMULATE POLICIES AND PROCEDURES FOR DEALING WITH DRUG-INVOLVED STUDENTS. THE GUIDE SUGGESTS ALTERNATIVES FOR THOSE ENGAGED IN SUCH POLICY-MAKING RATHER THAN MANDATING A SINGLE COURSE OF ACTION FOR ALL SCHOOL DISTRICTS. THE GUIDE IS NOT INTENDED TO LIMIT A COMMUNITY'S PREREGATIVE TO DETERMINE ITS OWN RULES AND REGULATIONS UNDER EXISTING STATE AND FEDERAL LAW. DRUG POLICIES SHOULD BE FLEXIBLE AND POSSESS A HIGH DEGREE OF INDIVIDUAL APPLICATION, AS SIMPLIFIED, RIGID, AND GENERAL POLICIES ARE FREQUENTLY UNWORKABLE. ANY ACTION DESIGNED TO HELP STUDENTS MEET AND COPE WITH THEIR PROBLEMS MUST STEER A COURSE BETWEEN TWO CONCERNS: WHAT IS BEST FOR THE INDIVIDUAL AND WHAT IS MOST DESIRABLE FOR THE TOTAL SCHOOL POPULATION. IN THE SECTIONS ON INDIVIDUAL TOPICS--THE ROLE OF SCHOOL PERSONNEL WITH RESPECT TO CONFIDENTIALITY, PUPIL RECORDS, THE SCHOOL'S RELATIONSHIP WITH THE POLICE, STUDENT RIGHTS, PROCEDURES REGARDING SUSPENSION AND EXPULSION, AND PROCEDURES REGARDING READMISSION--AN ATTEMPT IS MADE TO STATE THE ISSUE CLEARLY, TO REFER TO PERTINENT LAW, TO SUGGEST POSSIBLE APPROACHES TO POLICY, AND TO EXPLAIN, WHERE NECESSARY, THE REASONS FOR THE APPROACHES TAKEN. A SAMPLE SCHOOL POLICY IS APPENDED. (AUTHOR/IRT)

DESCRIPTORS

ADMINISTRATOR GUIDES
CONFIDENTIALITY
DRUG ABUSE
EDUCATIONAL POLICY
EXPULSION
POLICY FORMATION
REHABILITATION
SEARCH AND SEIZURE
STUDENT RIGHTS
ADMINISTRATOR ROLE
DISCIPLINE
DUE PROCESS
ELEMENTARY SECONDARY EDUCATION
POLICE SCHOOL RELATIONSHIP
PRINCIPALS
SCHOOL POLICY
STUDENT RECORDS
SUSPENSION

IDENTIFIERS

MAINE DRUG EDUCATION PROGRAM

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE

JCDB 10.410 DRESS CODE

REPORT NUMBER ED044768

TITLE SCHOOL DRESS CODE VIOLATIONS AND THE ENSUING CONTROVERSY.

AUTHOR(S) CRAIG, BENJAMIN L.

NOTE 21 P.; PAPER PRESENTED AT NATIONAL SCHOOL BOARD ASSOCIATION PROGRAM (SAN FRANCISCO, CALIFORNIA, APRIL 11-14, 1970)

PUB DATE APR 70

ABSTRACT

THIS REPORT COMPARES AND CONTRASTS FEDERAL COURT DECISIONS INVOLVING STUDENT DRESS CODES, WITH SPECIAL EMPHASIS ON DENVER AREA CASES. DISCUSSION COVERS CODE ENFORCEMENT, SUBSEQUENT COURT BATTLES, RELEVANT CONSTITUTIONAL ISSUES, AND FIRST AMENDMENT AND PROCEDURAL AND SUBSTANTIVE DUE PROCESS CONSIDERATIONS. THE REPORT INCLUDES THE OFFICIAL STATEMENTS BY THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS AND THE ACLU ON PERSONAL APPEARANCE. (JF)

DESCRIPTORS

COURT CASES
FEDERAL COURT LITIGATION
SCHOOL LAW
STUDENT BEHAVIOR
DISCIPLINE POLICY
FREEDOM OF SPEECH
SCHOOL POLICY
STUDENT PROBLEMS

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

JCDB 10.410 DRESS CODE

REPORT NUMBER ED122398

TITLE FEDERAL COURT CASES: A PRINCIPAL'S HANDBOOK ON TEACHER AND STUDENT RIGHTS.

AUTHOR(S) RILEY, BOB E.; MATTINGLY, JACK V.

SOURCE EAST TEXAS SCHOOL STUDY COUNCIL, COMMERCE.

NOTE 83 P.

PUB DATE DEC 75

ABSTRACT

THE ASSUMPTION OF THIS STUDY IS THAT MOST PRINCIPALS DO NOT HAVE THE TIME TO DEVOTE TO READING COURT CASES, EVEN THOUGH THEY KNOW IT IS IMPORTANT. IN DAY-TO-DAY ACTIVITIES, THE PRINCIPAL HAS CONTINUOUS CONTACT WITH TEACHERS AND STUDENTS AND ENFORCES MANY SCHOOL POLICIES AND REGULATIONS INVOLVING BOTH ALMOST DAILY. THIS HANDBOOK ATTEMPTS TO PROVIDE AT LEAST RUDIMENTARY LEGAL AWARENESS IN AN EASY-TO-USE FORMAT WITH A BIBLIOGRAPHY THAT FACILITATES DETAILED STUDY WHEN APPROPRIATE. THE CURRENT LITERATURE FROM 1970 ON IN THE AREAS OF TEACHER AND STUDENT RIGHTS IS REVIEWED. ONE OF THE MAIN PURPOSES OF THIS HANDBOOK IS TO PROVIDE INFORMATION USING THE IDEAS AND QUOTES FROM AUTHORITIES AND WRITERS IN THE FIELD OF SCHOOL LAW. NO ATTEMPT HAS BEEN MADE TO MAKE THIS A DETAILED LEGAL RESEARCH DOCUMENT. READABLE AND USEFUL INFORMATION THAT A BUILDING PRINCIPAL MAY FIND VALUABLE IN HIS WORK HAS BEEN COMPILED. (AUTHOR/IRT)

DESCRIPTORS

ACADEMIC FREEDOM
COLLECTIVE BARGAINING
DRESS CODES
ELEMENTARY SECONDARY EDUCATION
FEDERAL COURT LITIGATION
MARRIED STUDENTS
STUDENT BEHAVIOR
STUDENT RIGHTS
TEACHER DISCIPLINE
BOARD OF EDUCATION POLICY
COURT LITIGATION
DUE PROCESS
EQUAL PROTECTION
FREEDOM OF SPEECH
PRINCIPALS
STUDENT PUBLICATIONS
STUDENTS
TEACHERS

EDRS PRICE MF-$0.83 HC-$4.67 PLUS POSTAGE

JCDB 10.410 DRESS CODES

REPORT NUMBER ED116343

TITLE HAIR AND DRESS CODE: UPDATE. A LEGAL MEMORANDUM.

AUTHOR(S) GLUCKMAN, IVAN

SOURCE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, RESTON, VA.

NOTE 7 P.

PUB DATE JAN 76

ABSTRACT

SCHOOL REGULATIONS CONCERNING HAIR HAVE BEEN SUCCESSFULLY DEFENDED IN APPELLATE COURTS IN ABOUT HALF THE COUNTRY. THE MOST RECENT DECISION OF A FEDERAL CIRCUIT COURT UPHOLDING A SCHOOL'S RULES WAS DECIDED IN 1975. IN THIS INSTANCE, THE COURT REVERSED THE POSITION IT HELD ONLY THREE YEARS EARLIER. THERE ARE SOME GUIDELINES THAT SHOULD BE KEPT IN MIND IF A SCHOOL HAS HAIR REGULATIONS OR IS CONSIDERING THEIR ADOPTION: RULES SHOULD BE DRAWN AS NARROWLIY AND SPECIFICALLY AS POSSIBLE AND SHOULD BE CLEARLY RELATED TO THE EDUCATIONAL PURPOSES OF THE SCHOOL; THE STRONGEST LEGAL BASIS FOR HAIR AND GROOMING REGULATIONS ARE THE PROTECTION OF HEALTH, SAFETY, OR EDUCATIONAL PERFORMANCE OF THE STUDENTS; IF THE RULS IS BASED ON THE NEED TO PREVENT DISRUPTION OF THE EDUCATIONAL PROCESS, THE SCHOOL SHOULD BE PREPARED TO MEET THE TEST OUTLINED IN THE TINKER DECISION; IT SHOULD BE MADE SURE THAT THE RULE IS NOT GROUNDED SOLELY ON SEXUAL STEROTYPES OR OTHER PRESUPPOSITIONS THAT CANNOT BE DEFENDED AGAINST CHARGES OF SEX DISCRIMINATION; AND THE RULE SHOULD BE SPELLED OUT, PREFERABLY IN WRITING, AND MADE KNOWN TO EVERYONE IT WILL AFFECT, BEFORE IT IS ENFORCED AGAINST ANYONE. (AUTHOR/IRT)

DESCRIPTORS

COURT LITIGATION
ELEMENTARY SECONDARY EDUCATION
STUDENT SCHOOL RELATIONSHIP
DRESS CODES
STUDENT RIGHTS
SUPREME COURT LITIGATION

AVAILABILITY: NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, 1904 ASSOCIATION DRIVE, RESTON, VIRGINIA 22091 ($0.50, QUANTITY DISCOUNTS; PAYMENT MUST ACCOMPANY ORDERS OF $10.00 OR LESS)

EDRS PRICE MF-$0.76 PLUS POSTAGE. HC NOT AVAILABLE FROM EDRS.

JCE 10.411 COMPLAINTS AND GRIEVANCES; also GAEA 7.201

REPORT NUMBER ED027640

TITLE 'ESSENTIAL INGREDIENTS OF A MODERN GRIEVANCE PROCEDURE.'

AUTHOR(S) DUBEL, ROBERT Y.

NOTE 9 P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMER. ASSN. OF SCHOOL ADMIN. (101ST, ATLANTIC CITY, N.J., FEB. 17, 1969).

PUB DATE 17 FEB 69

ABSTRACT

A GRIEVANCE PROCEDURE SHOULD BE VIEWED MORE COMPREHENSIVELY THAN MOST EXPERTS NIEW IT. IT IS A VEHICLE WHICH PERMITS AN EMPLOYEE TO SEEK REDRESS FROM A POSSIBLE MISAPPLICATION, MISINTERPRETATION, OR ALLEGED VIOLATION OF STATE LAWS, THE POLICIES OF A BOARD OF EDUCATION, OR THE ADMINISTRATIVE RULES AND REGULATIONS DESIGNED TO IMPLEMENT SUCH POLICIES. A GRIEVANCE PROCEDURE SHOULD INCLUDE THE FOLLOWING INGREDIENTS: (1) A STATEMENT THAT IT WILL BE ADMINISTERED FAIRLY AND USED ONLY WHEN OTHER MEANS FAIL; (2) A STATEMENT THAT ITS PURPOSE IS TO MINIMIZE MISUNDERSTANDINGS AND PROMOTE POSITIVE STAFF MORALE; (3) CLARITY OF ALL RELEVANT DEFINITIONS; (4) INCLUSION OF AT LEAST FOUR LEVELS OF GRIEVANCE PROCEDURES--PRINCIPAL, ASSISTANT SUPERINTENDENT, SUPERINTENDENT OR HIS DESIGNATED REPRESENTATIVE, AND BOARD OF EDUCATION; (5) A STIPULATION THAT DURING THE APPEAL PROCESS THE GRIEVANT MUST CONFORM TO THE DIRECTIVE OR ACTION OF HIS ADMINISTRATIVE SUPERVISOR WHICH CAUSED THE GRIEVANCE, AND (6) A STATEMENT THAT THE GRIEVENT MAY BE ACCOMPANIED BY COUNSEL. THE PROCDURE SHOULD NOT REQUIRE THAT THE GRIEVANT'S COMPLAINT FIRST BE PROCESSED BY A COMMITTEE ON PROFESSIONAL RIGHTS AND RESPONSIBILITIES NAMED BY THE LOCAL EDUCATION ASSOCIATION. IF ARBITRATION BECOMES NECESSARY, THE COST SHOULD BE BORNE EQUALLY BY EMPLOYER AND EMPLOYEE. (HW)

DESCRIPTORS

ADMINISTRATOR RESPONSIBILITY
BOARDS OF EDUCATION
PRINCIPALS
SCHOOL SUPERINTENDENTS
ARBITRATION
GRIEVANCE PROCEDURES
PUBLIC SCHOOL TEACHERS
TEACHER ADMINISTRATOR RELATIONSHIP

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

JCE 10.411 COMPLAINTS AND GRIEVANCES; also GAEA 7.201 and HAB 8.20

REPORT NUMBER ED109752

TITLE GRIEVANCE PROCEDURE: SUGGESTED PERSONNEL POLICY GUIDELINES FOE SCHOOL DISTRICTS.

SOURCE OREGON STATE BOARD OF EDUCATION, SALEM.

NOTE 13 P.

PUB DATE 74

ABSTRACT

THIS PUBLICATION IS INTENDED TO PROVIDE SCHOOL DISTRICTS WITH A BASE FROM WHICH THEY CAN DEVELOP THEIR OWN WRITTEN POLICIES ON GRIEVANCE PROCEDURES. THE GUIDELINES CONSOLIDATE VARIOUS IDEAS CONTAINED IN THE GRIEVANCE POLICIES OF SHCOOL DISTRICTS THROUGHOUT OREGON AND THE UNITED STATES. MUCH OF THE BOOKLET CONSISTS OF A MODEL GRIEVANCE POLICY FOR A SCHOOL DISTRICT. THE MODEL INCLUDES A DETAILED DESCRIPTION OF GRIEVANCE PROCEDURES AND A CORRESPONDING FLOW CHART ILLUSTRATING THE PROGRESSION OF A COMPLAINT THROUGH THE VARIOUS LEVELS OF THE GRIEVANCE PROCEDURE. (JG)

DESCRIPTORS

ADMINISTRATIVE POLICY
BOARD OF EDUCATION POLICY
DEFINITIONS
GRIEVANCE PROCEDURES
PERSONNEL POLICY
ADMINISTRATOR GUIDES
CONFLICT RESOLUTION
ELEMENTARY SECONDARY EDUCATION
MODELS
TEACHER ADMINISTRATOR RELATIONSHIP

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

JD 10.50 STUDENT DISCIPLINE; also JDD 10.504 and JCE 10.505

REPORT NUMBER ED108297

TITLE STUDENT DISCIPLINE, SUSPENSION AND EXPULSION. A LEGAL MEMORANDUM.

SOURCE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, WASHINGTON, D.C.

NOTE 9 P.

PUB DATE JUN 75

ABSTRACT

IN GOSS V. LOPEZ AND WOOD V. STRICKLAND, THE U.S. SUPREME COURT SPELLED OUT WHAT DUE PROCESS MEANS AS IT APPLIES TO SUSPENSION AND EXPULSION OF PUBLIC SCHOOL STUDENTS. IN GOSS V. LOPEZ, THE COURT DECIDED THAT A STUDENT WHO IS SUSPENDED FOR UP TO TEN DAYS WITHOUT A HEARING IS ENTITLED TO DUE PROCESS OF LAW: 'STUDENTS . . . MUST BE GIVEN SOME KIND OF NOTICE AND AFFORDED SOME KIND OF HEARING . . . . IN MOST CASES, THE DISCIPLINARIAN MAY INFORMALLY DISCUSS THE ALLEGED MINCONDUCT WITH THE STUDENT MINUTES AFTER IT HAS OCCURRED.' THE COURT ALSO EMPHASIZED THAT 'LONGER SUSPENSIONS OR EXPULSIONS . . . MAY REQUIRE MORE FORMAL PROCEDURES.' IN WOOD V. STRICKLAND, THE COURT RULED THAT, ALTHOUGH SCHOOL BOARD MEMBERS ARE ENTITLED TO A 'QUALIFIED' PRIVILEGE AGAINST DAMAGES FOR WRONGFUL ACTS COMMITTED WHILE ACTING IN GOOD FAITH, THEY ARE NOT PROTECTED AGAINST DAMAGES IF THEY KNEW, OR REASONABLY SHOULD HVAE KNOW, THAT THEIR ACTIONS WOULD VIOLATE THE CONSTITUTIONAL RIGHTS OF A STUDENT. HOWEVER, THE COURT STRESSED THAT A MERE MISTAKE IN CARRYING OUT HIS DUTIES SHOULD NOT MAKE A BOARD MEMBER LIABLE. FUTHERMORE, THE COURT STATED, 'IT IS NOT THE ROLE OF THE FEDERAL COURTS TO SET ASIDE DECISIONS OF SCHOOL ADMINISTRATORS WHICH THE COURT MAY VIEW AS LACKING A BASIS IN WISDOM OR COMPASSION.' (AUTHOR/JG)

DESCRIPTORS

BOARD OF EDUCATION POLICY
DISCIPLINE POLICY
ELEMENTARY SECONDARY EDUCATION
LEGAL RESPONSIBILITY
STUDENT RIGHTS
SUSPENSION
BOARDS OF EDUCATION
DUE PROCESS
EXPULSION
SCHOOL LAW
SUPREME COURT LITIGATION

IDENTIFIERS

GOSS V LOPEZ
WOOD V STRICKLAND

AVAILABILITY: NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, 1904 ASSOCIATION DRIVE, RESTON, VIRGINIA 22091 ($0.25, QUANTITY DISCOUNTS)

EDRS PRICE MF-$0.76 PLUS POSTAGE. HC NOT AVAILABLE FROM EDRS.

JD 10.50 STUDENT DISCIPLINE

REPORT NUMBER EJ109220

TITLE A WORD ON DISCIPLINE AND YOUR STUDENTS' RIGHTS

PUB DATE DEC 74

DESCRIPTORS
DISCIPLINE POLICY
BOARD OF EDUCATION POLICY
POLICY FORMATION
STUDENT RIGHTS
SCHOOL POLICY
DUE PROCESS

IDENTIFIERS
ELEMENTARY SECONDARY EDUCATION

CITATION UPDATING SCHOOL BOARD POLICIES; 5; 12

JD 10.50 STUDENT DISCIPLINE

REPORT NUMBER EJ070737

TITLE AUTHOMATED PROBATION

AUTHOR(S) MARSHALL, MAX S.

PUB DATE NOV 72

ABSTRACT
AUTHOR OPTS FOR THE TREATMENT OF THE STUDENT AS AN INDIVIDUAL AND SUGGESTS ADMINISTRATIVE AND FACULTY RESPONSIBILITY RATHER THAN RELIANCE ON AUTOMATED FACILITIES FOR DECISION MAKING. (AUTHOR/RK)

DESCRIPTORS
ACADEMIC ABILITY
ACADEMIC PROBATION
AUTOMATION
STUDENT IMPROVEMENT
ACADEMIC ACHIEVEMENT
ACADEMIC STANDARDS
PROBATIONARY PERIOD
TEACHER RESPONSIBILITY

CITATION INTELLECT; 101; 2344; 94-8

JD 10.50 STUDENT DISCIPLINE

REPORT NUMBER ED118563

TITLE BAHAVIOR MODIFICATION. WHAT RESEARCH SAYS TO THE TEACHER.

AUTHOR(S) PRESBIE, ROBERT J.; BROWN, PAUL L.

SOURCE NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D.C.

NOTE 39 P.

PUB DATE 76

ABSTRACT

THIS REPORT REVIEWS SOME OF THE MOST RELEVANT FINDINGS FROM THE EXTENSIVE RESEARCH WHICH HAS BEEN DONE ON BEHAVIOR MODIFICATION. IT SUMMARIZES THE MORE IMPORTANT, PRACTICAL. CONCRETE, AND CLASSROOM-TESTED PROCEDURES WHICH RESEARCH SHOWS TO BE EFFECTIVE IN IMPROVING STUDENTS' ACADEMIC AND SOCIAL BEHAVIORS. THE FIRST SECTION OF THE REPORT BEGINS BY STATING THAT A MORE DESCRIPTIVE NAME FOR THE BEHAVIORAL APPROACH IS BEHAVIOR IMPROVEMENT. NEXT IS AN EXPLANATION OF HOW CONSEQUENCES MAY BE USED TO IMPROVE CLASSROOM BEHAVIORS. REINFORCEMENT AND PUNISHMENT ARE DISCUSSED, AS ARE WAYS TO CHANGE AND IMPROVE ACADEMIC AND SOCIAL BEHAVIORS. THE NEXT SECTION TALKS ABOUT THE METHODOLOGY OF USING BEHAVIOR MODIFICATION PROCEDURES. IT CONTAINS INFORMATION ON PINPOINTING BEHAVIORS AND COUNTING AND CHARTING BEHAVIORS. BEHAVIOR MODIFICATION CHANGE PROCEDURES ARE THE TOPIC OF THE THIRD SECTION. DISCUSSED IN THIS SECTION ARE CHANGE PROCEDURES, MODELING AS A CHANGE PROCEDURE, SOCIAL REINFORCEMENT PROCEDURES, ACTIVITY REINFORCEMENT PROCEDURES, TOKEN REINFORCEMTN PROCEDURES, AND PUNISHMENT PROCEDURES. THE FINAL SECTION SUGGESTS WAYS IN WHICH THE READER MIGHT LEARN MORE ABOUT BEHAVIOR MODIFICATION. THE REPORT ALSO CONTAINS A LIST OF 100 SELECTED REFERENCES. (RC)

DESCRIPTORS

BEHAVIOR CHANGE
CHANGE STRATEGIES
ELEMENTARY SECONDARY EDUCATION
REINFORCEMENT
SOCIAL REINFORCEMENT
BEHAVIOR PATTERNS
CHANGING ATTITUDES
PUNISHMENT
REINFORCERS
STUDENT BEHAVIOR

AVAILABILITY: NEA PUBLICATION, ORDER DEPARTMENT, THE ACADEMIC BUILDING, SAW MILL ROAD, WEST HAVEN, CONNECTICUT 06516 (STOCK NO. 1035-3-00; NO PRICE QUOTED)

EDRS PRICE MF-$0.83 PLUS POSTAGE. HC NOT AVAILABLE FROM EDRS.

JD 10.50 STUDENT DISCIPLINE

REPORT NUMBER ED103988

TITLE DISCIPLINE AND LEARNING: AN INQUIRY INTO STUDENT-TEACHER RELATIONSHIPS.

SOURCE NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D.C.

NOTE 129 P.

PUB DATE 75

ABSTRACT

LEARNING CAN ONLY TAKE PLACE IN AN ENVIRONMENT THAT REFLECTS THE TEACHER'S CARE FOR ALL THE STUDENTS; THAT CARE INCLUDES THE ESTABLISHMENT AND MAINTENANCE OF GOOD DISCIPLINE. THIS BOOK APPROACHES THE GENERAL TOPIC OF DISCIPLINE FROM A HISTORICAL PERSPECTIVE AND FROM A CONTEMPORARY POINT OF VIEW. IT DISCUSSES PUNISHMENT, ORDER, AND JUSTICE, AND IT SHOWS TEACHERS WAYS TO APPROACH THE MORE SERIOUS PROBLEMS ATTACHED TO MAINTAINING GOOD DISCIPLING IN THE CLASSROOM, AS WELL AS WAYS OF HELPING STUDENTS ARRIVE AT SELF-DISCIPLINE. (AUTHOR/DW)

DESCRIPTORS
BEHAVIOR CHANGE
BEHAVIOR THEORIES
DISCIPLINE
ELEMENTARY SECONDARY EDUCATION
PUNISHMENT
STUDENT REACTION
URBAN EDUCATION
BEHAVIOR PROBLEMS
CLASS MANAGEMENT
DISCIPLINE PROBLEMS
JUSTICE
SELF CONTROL
SUSPENSION

AVAILABILITY: NEA ORDER DEPARTMENT, THE ACADEMIC BUILDING, SAW MILL ROAD, WEST HAVEN, CONNECTICUT 06516 (STOCK NO. 1349-2-00, $4.50)

EDRS PRICE MF-$0.76 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE.

REPORT NUMBER ED109829

TITLE SOME MYTHS REGARDING THE USE OF CORPORAL PUNISHMENT IN THE SCHOOLS.

AUTHOR(S) CLARIZIO, HARVEY.

NOTE 11 P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (60TH, WASHINGTON, D.C., MARCH 30-APRIL 3, 1975)

PUB DATE APR 75

ABSTRACT

STUDIES OF CHILD-REARING PRACTICES AHVE CONSISTENTLY SHOWN THAT THE DEGREE OF PHYSICAL PUNISHMENT USED BY PARENTS IS POSITIVELY CORRELATED WITH VARIOUS FORMS OF PSYCHOPATHOLOGY AND NEGATIVELY RELATED TO CONSCIENCE DEVELOPMENT. ONE EXPLANATION OF THESE FINDINGS HAS TO DO WITH MODELING; THE CHILD LEARNS BY EXAMPLE THAT AGRESSIVENESS TOWARD THOSE OF LESSER POWER IS PERMISSIBLE. MANY EDUCATORS MAINTAIN THAT JUCICIOUS OCCASIONAL USE OF CORPORAL PUNISHMENT IS BENEFICIAL TO THE CHILD. WHILE RESULTING IN IMMEDIATE DECREMENTS IN THE UNDESIRED BEHAVIOR, HOWEVER, OCCASIONAL PUNISHMENT ACTUALLY STRENGTHENS THE BEHAVIOR BY ALLOWING IT TO BE INTERMITTENTLY REINFORCED. UNFORTUANTELY, MANY EDUCATORS ARE APPARENTLY UNAWARE THAT EFFECTIVE AND MORE HUMANE ALTERNATIVES EXIST. A LIST OF TECHNIQUES FOR MAINTAINING DISCIPLINE WITHOUT PHYSICAL PUNISHMENT WAS PREPARED BY THE NATIONAL EDUCATION ASSOCIATION TASK FORCE ON CORPORAL PUNISHMENT. FORM THE LIMTIED AMOUNT OF RESEARCH ON THE POPULARITY OF PHYSICAL PUNISHMENT, IT APPEARS THAT APPROXIMATELY 55-65 PERCENT OF SCHOOL OFFICIALS, BUT ONLY ONE-THIRD OF PARENTS, FEELE THAT IT IS AN EFFECTIVE TECHNIQUE. (AUTHOR/JG)

DESCRIPTORS

CHILD DEVELOPMENT
DISCIPLINE
ELEMENTARY SECONDARY EDUCATION
PUNISHMENT
STUDENT BEHAVIOR
CORPORAL PUNISHMENT
DISCIPLINE POLICY
INDIVIDUAL DEVELOPMENT
SELF CONTROL

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

JDB 10.502 DETENTION

REPORT NUMBER ED122382

TITLE THE SCHOOL PRINCIPAL AND THE USE OF DETENION, SUSPENSION AND EXPULSION AS DISCIPLINARY MEASURES.

AUTHOR(S) CARTER, DAVID G.

NOTE 20 P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (SAN FRANCISCO, CALIFORNIA, APRIL 19-23, 1976)

PUB DATE APR 76

ABSTRACT

IN DISCUSSING SCHOOL DISCIPLINE, THE PLACE TO BEGIN IS BY CONSIDERING WHETHER DETENTION, SUSPENSION, AND EXPULSION HELP STUDENTS AND RESOLVE DISCIPLINE PROBLEMS. DETENTION SEEMS TO BE MOST EFFECTIVE WHEN THE STUDENT IS DETAINED ON THE SAME DAY AND AS CLOSE AS POSSIBLE TO THE TIME THE OFFENSE OCCURS, BUT TOO OFTEN DETENTION IS USED MERELY AS A 'DUMPING TOUR.' THE RATIONALE FOR SUSPENSION IS THAT IT SERVES AS A MECHANISM FOR GETTING PARENTS INTO THE SCHOOL; HOWEVER, A SURVEY BY THE CHILDREN'S DEFENSE FUND RAISES SERIOUS DOUBTS ABOUT ITS EFFECTIVENESS IN THAT REGARD. THERE SEEMS TO BE A GROWING TREND AMONG EDUCATORS IN FAVOR OF INSCHOOL DISCIPLINE PROGRAMS IN PLACE OF SUSPENSION OR EXPULSION. IN WORKING TO RESOLVE SCHOOL DISCIPLINE PROBLEMS, THE PRINCIPAL SHOULD UTILIZE GROUP PROCESSES THAT ALLOW EACH MEMBER OF THE SCHOOL ORGANIZATION TO SHARE IN THE NECESSARY LEADERSHIP. THE PRINCIPAL SETS THE TONE OF DISCIPLINE IN THE SCHOOL EVERY EFFORT SHOULD BE MADE TO GAIN STAFF AWARENESS AND COOPERATION ON DISCIPLINE. THE PRINCIPAL SHOULD ACT MAINLY AS A CATALYST FOR IMPROVING DISCIPLINE. ONCE THE PROPER DISCIPLINARY CLIMATE HAS BEEN ESTABLISHED, IT BECOMES THE PRINCIPAL'S FUNCTION TO MAINTAIN THAT CLIMATE. (AUTHOR/JG)

DESCRIPTORS

ADMINISTRATOR ROLE
DISCIPLINE POLICY
EXPULSION
PUNISHMENT
SUSPENSION
DISCIPLINE
ELEMENTARY SECONDARY EDUCATION
PRINCIPALS
STUDENT BEHAVIOR

EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE

JDD 10.504 SUSPENSION; also JDE 10.505

REPORT NUMBER ED105056

TITLE REPORT OF THE TASK FORCE ON SUSPENSIONS AND EXPULSIONS TO THE JOINT LEGISLATIVE COMMITTEE ON EDUCATION.

SOURCE LOUISIANA STATE DEPT. OF EDUCATION, BATON ROUGE. BUREAU OF TECHNICAL ASSISTANCE.

NOTE 74P.

PUB DATE 14 MAR 75

ABSTRACT

THE MAGNITUDE OF DISCIPLINARY PROBLEMS PROMPTED THE LOUISIANA STATE LEGISLATURE TO AUTHORIZE THE CONTINUANCE OF THE TASK FORCE ON SUSPENSIONS AND EXPULSIONS TO FURTHER STUDY THE PROBLEMS ASSOCIATED WITH SAID SUSPENSIONS AND EXPULSIONS AND TO EVALUATE THE FFORTS OF THE FORMER TASK FORCE: DURING THE 1972-73 ACADEMIC YEAR, A TOTAL OF APPROXIMATELY 87,417 SUSPENSIONS AND EXPULSIONS WAS REPORTED BY 60 OF THE 66 PUBLIC SCHOOL SYSTEMS OF LOUISIANA. THE TASK FORCE WAS FURTHER DIRECTED TO MAKE A DETAILED REPORT TO THE LEGISLATURE CONCERNING ALTERNATIVES IN EDUCATIONAL PROGRAMS AND PROCEDURAL POLICIES. THE 50 MEMBER 1974-75 TASK FORCE WAS DIVIDED INTO SIX SUB-COMMITTEES CONSISTING OF POSITION PAPER, DUE PROCESS OF LAW AND MODEL HANDBOOK, RESEARCH, ALTERNATIVE PROGRAMS, LIAISON, AND PUBLIC RELATIONS. THE TASK FORCE SUB-COMMITTEE ON DUE PROCESS DEVELOPED A 'DUE PROCESS CLAUSE' WHICH IS SUBMITTED AS A SUBSTITUTE FOR THE EXISTING STATUTE THROUGH ENACTMENT BY THE LEGISLATURE. ALSO THE SUBCOMMITTEE DEVELOPED A HANDBOOK OF POLICIES AND PROCEDURES TO SERVE AS A MODEL OF 'DUE PROCESS' WHICH ALLOWS LOCAL SCHOOL SYSTEMS TO INSERT SPECIFIC DELINEATIONS OF LOCAL REQUIREMENTS THEY MIGHT WISH TO INCLUDE. A COMPILATION OF SUMMARY DESCRIPTIONS OF 27 PROGRAMS CURRENTLY USED WITHIN THE STATE AND 40 PROGRAMS FROM OTHER STATES IS ALSO INCLUDED. (AUTHOR/JM)

DESCRIPTORS
DISCIPLINE POLICY
DUE PROCESS
EDUCATIONAL LEGISLATION
POLICY FORMATION
SCHOOL ADMINISTRATION
SCHOOL POLICY
STUDENT RIGHTS
DISCIPLINE PROBLEMS
EDUCATIONAL ALTERNATIVES
EXPULSION
PUBLIC SCHOOLS
SCHOOL LAW
STATE GOVERNMENT
SUSPENSION

IDENTIFIERS
LOUISIANA

EDRS PRICE MF-$0.76 HC-$3.32 PLUS POSTAGE

JDD 10.50 SUSPENSION

REPORT NUMBER ED115648

TITLE SCHOOL SUSPENSIONS. ARE THEY HELPING CHILDREN?

SOURCE WASHINGTON RESEARCH PROJECT, CAMBRIDGE, MASS. CHILDREN'S DEFENSE FUND.

NOTE 257 P.

PUB DATE SEP 75

ABSTRACT

THE CHILDREN'S DEFENSE FUND STUDIED SCHOOL SUSPENSION DATA FROM HEW'S OFFICE OF CIVIL RIGHTS AND HELD INDEPENDENT INTERVIEWS WITH ADMINISTRATORS, STUDENTS, AND COMMUNITY MEMBERS IN DISTRICTS AROUND THE COUNTRY. THEY CONCLUDED THAT SUSPENDING CHILDREN FROM SCHOOL HAPPENS ARBITRARILY AND VERY FREQUENTLY, FOR NON-SERIOUS REASONS, WITHOUT FAIR REVIEW OF THE DECISION, DOES A DISSERVICE TO THE CHILD, AND IS EDUCATIONALLY USELESS. THESE FINDINGS ARE FOUND IN THIS SIX-CHAPTER BOOK, WITH NUMEROUS TABLES AND APPENDIXES PROVIDING SUPPLEMENTARY STATISTICAL AND BACKGROUND INFORMATION, DOCUMENTS, AND CORRESPONDENCE. CHAPTER 1 INCLUDES INTERVIEWS WITH EDUCATORS TALKING ABOUT THEIR EFFORTS TO HANDLE DISCIPLINE PROBLEMS WITHOUT SUSPENSIONS. CHAPTER 2 GOES INTO THE REASONS WHY CHOLDREN ARE SUSPENDED AND WHY SUSPENSION IS HARMFUL. CHAPTER 3 INCLUDES DATA ON THE USE OF SUSPENSION. CHAPTER 4 DETAILS THE ISSUE OF RACIAL DISCRIMINATION IN SUSPENSION, AND RECOMMENDS FEDERAL COMPLIANCE GUIDELINES. CHAPTER 5 ARGUES FOR THE END OF SUSPENSION FOR NON-SUBSTANTIVE REASONS AND PROPOSES A PLAN FOR DUE PROCESS IN SUSPENSION. CHAPTER 6 EXAMINES SCHOOLS WERE ALTERNATIVES TO SUSPENSION ARE BEING TRIED. THE CONCERN OF THE BOOK AS A WHOLE IS TO DISPEL WHAT ARE THOUGHT TO BE POPULAR ASSUMPTIONS THAT SUSPENSION IS INFREQUENT, NECESSARY, OR HELPFUL TO THE CHILD; TO ARGUE THAT THE INCIDENCE OF VIOLENCE IN THE SCHOOLS IS OVER-RATED AND IN ANY CASE NOT ADDRESSED SERIOUSLY OR USEFULLY; AND TO PROTECT CHILDREN'S RIGHT TO BE DIFFERENT IN BEHAVIOR, RACE, OR OTHERWISE, WITHOUT RISKING SUSPENSION. (CD)

DESCRIPTORS

CHILD ADVOCACY
CIVIL LIBERTIES
DISCIPLINE PROBLEMS
EDUCATIONAL LEGISLATION
MISBEHAVIOR
SCHOOL LAW
STUDENT RIGHTS
STUDENT SCHOOL RELATIONSHIP
VIOLENCE
CHILDREN
DISCIPLINE POLICY
DUE PROCESS
FEDERAL LEGISLATION
RACIAL DISCRIMINATION
SCHOOL POLICY
STUDENTS
SUSPENSION

AVAILABILITY: CHILDREN'S DEFENSE FUND, 1746 CAMBRIDGE STREET, CAMBRIDGE MASSACHUSETTS 02138 (NO PRICE QUOTED)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS

JDD 10.504 SUSPENSION; also JCAA 10.401 and JDE 10.505

REPORT NUMBER EJ058991

TITLE SUSPENSION, EXPULSION, AND PROCEDURAL DUE PROCESS

AUTHOR(S) MANLEY-CASIMIR, MICHAEL E.

PUB DATE FEB 72

DESCRIPTORS
- COURT CASES
- DUE PROCESS
- SCHOOL LAW
- STUDENT RIGHTS
- DISCIPLINE POLICY
- EXPULSION
- SCHOOL POLICY
- SUSPENSION

CITATION ADMINISTRATOR'S NOTEBOOK; 20; 6; 1-4

JDE 10.505 EXPULSION

REPORT NUMBER ED094086

TITLE STUDENT DISPLACEMENT/EXCLUSION: VIOLATIONS OF CIVIL AND HUMAN RIGHTS. REPORT OF THE ELEVENTH NATIONAL NEA CONFERENCE ON CIVIL AND HUMAN RIGHTS IN EDUCATION.

SOURCE NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D.C.

NOTE 58 P.

PUB DATE 73

ABSTRACT

STUDENTS, COMMUNITY REPRESENTATIVES, MEMBERS OF GOVERNMENT AND CIVIL RIGHTS AGENCIES, AND 700 EDUCATORS ATTENDED THE 11TH NATIONAL NEA CONFERENCE ON CIVIL AND HUMAN RIGHTS IN EDUCATION. THESE PARTICIPANTS CAREFULLY EXAMINED THE WAYS SCHOOL BOARDS AND OTHER ADMINISTRATIVE POWERS INFRINGE ON AND ARBITRARILY IGNORE THE RIGHTS OF STUDENTS TO AN EDUCATION. THE CONFERENCE PARTICIPANTS WERE LOOKING FOR WAYS TO PREVENT ADMINISTRATIVE POWERS FROM ACTING ARBITRARILY AND MALICIOUSLY TOWARD STUDENTS IN THEIR SUSPENSION AND EXPULSION POLICIES. THE PARTICIPANTS LOOKED AT CREATIVE AND PRODUCTIVE WAYS TO DEMONSTRATE THE PUPIL'S RIGHT TO ATTEND SCHOOL, TO RECEIVE AN EDUCATION, TO HAVE THE PROTECTION OF THE COURTS, AND THE RIGHT TO DUE PROCESS. THE CONFERENCE PARTICIPANTS ALSO EXPLORED METHODS FOR BUILDING INTO SCHOOL BOARD POLICIES THE PUPIL'S RIGHT TO ADEQUATE NOTICE OF A VIOLATION AND TO AN APPROPRIATE HEARING REGARDING ITS CHARGES. STUDENTS, AS CITIZENS, ARE PROTECTED BY THE FIRST AND THE FOURTEENTH AMENDMENTS. WE MUST ASSURE DUE PROCESS RIGHTS FOR STUDENTS BY SUGGESTING, RECOMMENDING, AND DEMANDING THAT THOSE IN POSITIONS OF POWER CORRECT THE EVILS THAT PRESENTLY EXIST IN STUDENT DISPLACEMENT/EXCLUSION. (AUTHOR/JM)

DESCRIPTORS

CIVIL RIGHTS
DISCIPLINE POLICY
ECONOMICALLY DISADVANTAGED
EXPULSION
RACIAL DISCRIMINATION
SCHOOL POLICY
STUDENT ALIENATION
DISADVANTAGED YOUTH
DROPOUTS
EDUCATIONAL CHANGE
MINORITY GROUP CHILDREN
SCHOOL LAW
SOCIAL DISCRIMINATION
STUDENT RIGHTS

AVAILABILITY: NEA PUBLICATIONS, ORDER DEPARTMENT, THE ACADEMIC BUILDING, SAW MILL ROAD, WEST HAVEN, CONNECTICUT 06516 ($1.50)

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS.

REPORT NUMBER ED099989

TITLE SUGGESTIONS FOR PRINCIPALS: PUBLIC INFORMATION, HUMAN RELATIONS, PROGRAM SERVICES, PUPIL PERSONNEL SERVICES.

SOURCE NORTH CAROLINA STATE DEPT. OF PUBLIC INSTRUCTION, RALEIGH. DIV. OF HUMAN RELATIONS

NOTE 22 P.

PUB DATE 72

ABSTRACT

THIS BOOKLET IS A COMPENDIUM OF IDEAS AND SUGGESTIONS GATHERED IN CONFERENCES WITH PUBLIC SCHOOL PRINCIPALS IN NORTH CAROLINA IN 1972. MAJOR TOPICS DISCUSSED ARE PUBLIC INFORMATION PROGRAMS AND COMMUNICATION WITH DIFFERENT SEGMENTS OF THE EDUCATIONAL COMMUNITY, HUMAN RELATIONS AND STUDENT DISCIPLINE, INNOVATIVE PROGRAM SERVICES, AND PUPIL PERSONNEL SERVICES. ALSO INCLUDED ARE BRIEF OUTLINES OF TWO PRESENTATIONS MADE BY OFFICIALS OF THE STATE DEPARTMENT OF PUBLIC INSTRUCTION: 'DEALING WITH CONCERNED GROUPS' AND 'CULTURAL DIFFERENCES.' (JG)

DESCRIPTORS
ADMINISTRATOR GUIDES
ADMINISTRATOR ROLE
COMMUNITY ORGANIZATIONS
DISCIPLINE POLICY
ELEMENTARY SECONDARY EDUCATION
INFORMATION DISSEMINATION
PUBLIC RELATIONS
SCHOOL COMMUNITY RELATIONSHIP
ADMINISTRATOR RESPONSIBILITY
COMMUNICATION SKILLS
CULTURAL DIFFERENCES
EDUCATIONAL INNOVATION
HUMAN RELATIONS
PRINCIPALS
PUPIL PERSONNEL SERVICES

IDENTIFIERS
NORTH CAROLINA

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

(JR)JE 10.60 PUPIL PERSONNEL SERVICES, GUIDANCE, AND STUDENT ACTIVITIES

REPORT NUMBER ED113657

TITLE A SELF-STUDY OF THE COUNSELING AND GUIDANCE DEPARTMENT OF PUPIL PERSONNEL SERVICES 1972-1973. STATE COLLEGE AREA SCHOOL DISTRICT.

SOURCE STATE COLLEGE AREA SCHOOL DISTRICT, PA.

NOTE 189 P.

PUB DATE 73

ABSTRACT

AN EXTENSIVE SELF-STUDY HAS PROVIDED CONSIDERABLE INFORMATION ABOUT THE GUIDANCE AND COUNSELING SERVICES IN THE STATE COLLEGE AREA SCHOOL DISTRICT. APPROPRIATE PERSONNEL HAVE STATED 21 OBJECTIVES FOR THESE SERVICES AS WELL AS RECOMMENDATIONS TO IMPLEMENT THESE OBJECTIVES. THE LATTER DEAL WITH: (1) PROVIDING ADEQUATE AND CONTINUOUS GUIDANCE AND COUNSELING SERVICES TO STUDENTS IN ELEMENTARY AND SECONDARY EDUCATION; (2) IMPROVING THE COORDINATION BETWEEN COUNSELORS ON THE ONE HAND, AND TEACHERS AND ADMINISTRATION ON THE OTHER; (3) ESTABLISHING AN ONGOING RELATION BETWEEN PARENTS AND COUNSELORS TO HELP THE FORMER UNDERSTAND THEIR CHILDREN BETTER AS WELL AS TO HELP THEM UNDERSTAND THE PURPOSE AND PROGRAMS OF THE SCHOOLS; (4) FOSTERING CONTINUOUS TEAMWORK AMONG THOSE SPECIALISTS WITHIN THE SCHOOL SYSTEM WHOSE FUNCTIONS CAN AID THE DEVELOPMENT OF STUDENTS; AND (5) MAKING USE OF COMMUNITY RESOURCES AS WELL AS ACTING AS A LIAISON BETWEEN THE SCHOOL AND THE COMMUNITY PROFESSIONAL AGENCIES. FINALLY, AN APPEAL IS MADE TO ALL INTERESTED AND RESPONSIBLE PARTIES TO REVIEW THIS REPORT AND ITS ACCOMPANYING RECOMMENDATIONS, AND TO TRY TO IMPLEMENT THEM. (AUTHOR/SE)

DESCRIPTORS

COUNSELING GOALS
GUIDANCE OBJECTIVES
PROGRAM DESCRIPTIVES
PUPIL PERSONNEL SERVICES
TEACHER PARTICIPATION
ELEMENTARY SECONDARY EDUCATION
GUIDANCE PROGRAMS
PROGRAM EVALUATION
SCHOOL DISTRICTS

EDRS PRICE MF-$0.76 HC-$9.51 PLUS POSTAGE

(JR)JE 10.60 PUPIL PERSONNEL SERVICES, GUIDANCE, AND STUDENT ACTIVITIES

REPORT NUMBER ED122221

TITLE THE STATUS OF VISUAL SCREENING IN TODAY'S SCHOOLS.

AUTHOR(S) SCHUBERT, DELWYN G.

NOTE 10 P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE INTERNATIONAL READING ASSOCIATION (21ST, ANAHEIM, CALIFORNIA, MAY 1976); NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT

PUB DATE 76

ABSTRACT

VISION IS SO IMPORTANT TO SCHOLASTIC SUCCESS THAT ALMOST ALL STATES REQUIRE BY LAW SOME KIND OF VISION TESTING OF SCHOOL CHILDREN. THE IDEAL VISUAL SCREENING PROGRAM WOULD INVOLVE THE KIND OF TEST OR TESTS A CLASSROOM TEACHER COULD ADMINISTER AND WOULD BE FAST, THOROUGH, AND ACCURATE. HOWEVER, PRESENT COMMERCIAL VISION SCREENING BATTERIES FAIL TO MEASURE UP TO THESE CRITERIA. THE SNELLEN TEST IS INADEQUATE BECAUSE OF ITS VERY HIGH UNDERREFERRAL RATE, WHILE THE MOST POPULAR SCREENING TEST INSTRUMENTS, THE TELEBINOCULAR AND ORTH-RATER, HAVE BEEN CRITICIZED FOR OVER REFERRING CHILDREN TO VISION SPECILISTS. UNFORTUNATELY, THE MOST SUPERIOR VISION SCREENING METHOD THAT CAN BE USED IN SCHOOLS--THE MODIFIED CLINICAL TECHNIQUE--PROVES UNFEASIBLE BECAUSE OF THE DIFFICULTY AND COST OF BRINGING A TEAM OF SPECIALISTS TO THE SCHOOL. WHAT IS NEEDED IS A SIMPLE SCREENING TEST THAT WOULD HAVE THE VALIDITY OF THE MODIFIED CLINICAL TECHNIQUE TEST AT A FRACTION OF ITS COST. (JM)

DESCRIPTORS
ELEMENTARY SECONDARY EDUCATION
PUPIL PERSONNEL SERVICES
SCHOOL HEALTH SERVICES
SCHOOL SERVICES
VISION
VISION TESTS
VISUAL ACUITY
VISUAL PERCEPTION

IDENTIFIERS
MCT
MODIFIED CLINICAL TECHNIQUE

EDRS PRICE MF-$0.83 PLUS POSTAGE. HC NOT AVAILABLE FROM EDRS.

(JR)JE 10.60 PUPIL PERSONNEL SERVICES, GUIDANCE, AND STUDENT ACTIVITIES

REPORT NUMBER ED120600

TITLE PUPIL PERSONNEL SERVICES IN CALIFORNIA PUBLIC SCHOOLS: NEEDS, PROBLEMS, AND A PLAN FOR SOLUTIONS.

SOURCE CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO. BUREAU OF PUPIL PERSONNEL SERVICES.

NOTE 101 P.; PREPARED BY THE GUIDANCE AND COUNSELING TASK FORCE

PUB DATE 75

ABSTRACT

THE GUIDANCE AND COUNSELING TASK FORCE OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION WAS CHARGED WITH THE TASK OF STUDYING THE PUPIL PERSONNEL SERVICES AVAILABLE TO STUDENTS IN CALIFORNIA SCHOOLS AND OF DEVELOPING A PLAN FOR IMPROVING AND EXTENDING THOSE SERVICES WHERE NEEDED. THIS DOCUMENT IS THE RESULT OF MORE THAN A YEAR OF STUDY AND DIRECT CONSULTATION WITH HUNDREDS OF PROFESSIONAL AND LAY PERSONS AND INCLUDES THEIR SUBSEQUENT REACTIONS TO A FIRST OF A PROPOSED PLAN COMPLETED IN JULY 1973. IT PRESENTS THE RESULTS OF THE MOST COMPREHENSIVE STUDY OF PUPIL PERSONNEL SERVICES EVER CONDUCTED IN CALIFORNIA AND THE MEANS OF IMPROVING THOSE SERVICES. MEMBERS OF SCHOOL DISTRICT GOVERNING BOARDS, SUPERINTENDENTS OF SCHOOLS, PRINCIPALS, PUPIL PERSONNEL SPECIALISTS, AND CONCERNED CITIZENS WILL FIND IN THIS PUBLICATION SIGNIFICANT PROPOSALS FOR IMPROVEMENT THAT SHOULD BE USEFUL. THE FOUR MAJOR SUBJECTS DEALT WITH IN THIS PUBLICATION ARE THE FOLLOWING: (1) RESULTS OF A STATEWIDE ASSESSMENT OF THE NEEDS AND PROBLEMS OF INDIVIDUALS AND SOCIETY IN RELATION TO PUPIL PERSONNEL SERVICES; (2) PLAN OF THE STATE DEPARTMENT OF EDUCATION FOR IMPROVING PUPIL PERSONNEL SERVIES IN CALIFORNIA; (3) DEVELOPMENT OF PLANS FOR IMPROVING PUPIL PERSONNEL SERVICES PROVIDED BY OFFICES OF COUNTY SUPERINTENDENTS OF SCHOOLS AND SCHOOL DISTRICTS; AND (4) PROMISING PRACTICES AND PROGRAMS IN CALIFORNIA SCHOOLS RELATED TO SATISFYING IDENTIFIED INDIVIDUAL AND SOCIETAL NEEDS THROUGH PUPIL PERSONNEL SERVICES. (AUTHOR)

DESCRIPTORS
COUNSELING SERVICES
EDUCATIONAL IMPROVEMENT
GUIDANCE PROGRAMS
NEEDS ASSESSMENT
PROGRAM PLANNING
EDUCATIONAL ASSESSMENT
ELEMENTARY SECONDARY EDUCATION
GUIDES
PROGRAM DEVELOPMENT
PUPIL PERSONNEL SERVICES

IDENTIFIERS
CALIFORNIA
ITLE III
ESEA TITLE III
ELEMENTARY SECONDARY EDUCATION ACT I

EDRS PRICE MF-$0.83 HC-$6.01 PLUS POSTAGE

JEA 10.601 STUDENT GUIDANCE PROGRAM

REPORT NUMBER EJ064336

TITLE MUST COUNSELORS TELL ALL?

AUTHOR(S) OELRICH, FREDRICK

PUB DATE NOV 72

ABSTRACT

DISCUSSES THE LEGAL IMPLICATIONS WHEN A SCHOOL COUNSELOR DOES OR DOES NOT REVEAL CONFIDENTIAL RECORDS OR INFORMATION TO A COURT OF LAW. (GB)

DESCRIPTORS

CONFIDENTIAL RECORDS
COUNSELOR FUNCTIONS
LEGAL RESPONSIBILITY
ROLE CONFLICT

CITATION EDUCATION DIGEST; 38; 3; 48-9

JEA 10.601 STUDENT GUIDANCE PROGRAM

REPORT NUMBER ED119083

TITLE TASK ANALYSIS STUDY OF THE SUFFIELD GUIDANCE DEPARTMENTS FOR FORTH CONSECUTIVE WORKING DAYS BEGINNING DECEMBER 1972.

AUTHOR(S) BORSARI, LEONARD R.; MAVIS, ELIZABETH

SOURCE SUFFIELD BOARD OF EDUCATION, CONN.

NOTE 107 P.; FOR RELATED DOCUMENTS, SEE CG 010 390 AND 391

PUB DATE 15 MAY 73

ABSTRACT

THIS PAPER REPORTS A PROJECT WHERE SCHOOL GUIDANCE STAFF THEMSELVES DEVELOP AND USE INSTRUMENTATION IN ORDER TO MEASURE DERIVED BEHAVIORAL OBJECTIVES. THE TASK ANALYSIS IS TO PROVIDE OBJECTIVE DATA ON THE ACTUAL USE OF COUNSELOR'S TIME; ALLOW COMPARISON BETWEEN COUNSELORS; PROVIDE OBJECTIVE DATA UPON WHICH CAN BE BASED IMPROVEMENT AND CHANGE NEEDS; ACT AS AN INSTRUMENT FOR THE PROFESSIONAL AND PERSONAL GROWTH OF THE COUNSELORS; AND DEMONSTRATE THE LATTER'S COMMITMENT TO SELF-EVALUATION. THE PROJECT WAS DESIGNED AND IMPLEMENTED BY THE COUNSELORS THEMSELVES, AND THIS REPORT PROVIDES SUFFICIENT DETAIL AND CLARIFICATION TO BE OF USE TO OTHERS INTERESTED IN SIMILAR PROJECTS. (NG)

DESCRIPTORS

BEHAVIORAL OBJECTIVES
ELEMENTARY SECONDARY EDUCATION
MODELS
PROGRAM EVALUATION
TASK ANALYSIS
COUNSELOR FUNCTIONS
INSERVICE PROGRAMS
PROGRAM DESCRIPTIONS
PUPIL PERSONNEL SERVICES

EDRS PRICE MF-$0.83 HC-$6.01 PLUS POSTAGE

JEA 10.601 STUDENT GUIDANCE PROGRAM

REPORT NUMBER	ED119082
TITLE	A REPORT OF MBO/R FOR GUIDANCE IN SUFFIELD, CONNECTICUT, ESEA TITLE III, 1974-1975. ANNUAL EVALUATION REPORT.
AUTHOR(S)	BORSARI, LEONARD R.
SOURCE	SUFFIELD BOARD OF EDUCATION, CONN.
NOTE	197 P.; FOR RELATED DOCUMENTS, SEE CG 010 390 AND 392
PUB DATE	JUN 75

ABSTRACT

DURING THE 1974-1975 ACADEMIC YEAR, THE SUFFIELD GUIDANCE EVALUATION PROJECT CONDUCTED A SERIES OF WORKSHOPS FOR THE GUIDANCE TO DEVELOP A SYSTEMS MODEL FOR MANAGEMENT BY BEHAVIORAL OBJECTIVES AND RESULTS (MBO/R). A PROCESS OF CLIENT POPULATION INVOLVEMENT TO DEVELOP GUIDANCE GOALS WAS CONDUCTED THE PREVIOUS YEAR AND CULMINATED IN OCTOBER, 1974, WITH A PRIORITIZED LIST OF NINETEEN GOALS FOR GUIDANCE IN SUFFIELD. THE GUIDANCE STAFF THEN WROTE BEHAVIORAL OBJECTIVES (B.O.) FOR THE FIRST SIX GOAL STATEMENTS, AND, WITH THE HELP OF CONSULTANTS, DEVELOPED INSTRUMENTS TO MEASURE STUDENT ATTAINMENT OF THE STATED OBJECTIVES. DURING THE 1974-1975 ACADEMIC YEAR, THE SUFFIELD GUIDANCE DEPARTMENT WILL ASSESS STUDENT ATTAINMENT OF SPECIFIED GOALS, ANALYZE THE DATA WITH THE HELP OF COMPUTER PROCESSING AND MODIFY PROGRAM ACTIVITIES TO ACCOMMODATE REVEALED STRENGTHS AND WEAKNESSES. (AUTHOR)

DESCRIPTORS

BEHAVIORAL OBJECTIVES
EVALUATION
MANAGEMENT OF OBJECTIVES
PROGRAM DEVELOPMENT
SCHOOL DISTRICTS
ELEMENTARY SECONDARY EDUCATION
GUIDANCE PERSONNEL
MODELS
PUPIL PERSONNEL SERVICES
SCHOOL INVOLVEMENT

IDENTIFIERS

ELEMENTARY SECONDARY EDUCATION ACT
ESEA TITLE III

EDRS PRICE MF-$0.83 HC-$10.03 PLUS POSTAGE

JEA 10.601 STUDENT GUIDANCE PROGRAM

REPORT NUMBER ED119030

TITLE THE WAY OF THE DINOSAUR: WILL SCHOOL PSYCHOLOGISTS BECOME EXTINCT?

AUTHOR(S) MAROLDO, GEORGETTE K.

NOTE 11 P.

PUB DATE 72

ABSTRACT

THE SCHOOL PSYCHOLOGIST IS BEING REPLACED BY REGULAR AND SPECIAL EDUCATORS PROPERLY TRAINED AND CONCERNED WITH ASSESSMENT FOR INSTRUCTION. TO SURVIVE, HE MUST BECOME A HELPING PSYCHOLOGIST--HELPING OTHERS IN PREPARING CHILDREN, EMOTIONALLY AS WELL AS ACADEMICALLY, FOR THE FUTURE. THROUGHTOUT, PREVENTION RATHER THAN REMEDIATION IS STRESSED. HIS TASKS INCLUDE: (1) TEACHING PSYCHOLOGY IN ELEMENTARY AND SECONDARY SCHOOLS, KEYED TO GRADE LEVEL; (2) MODIFIED INSERVICE TRAINING, IMPARTING UNDERSTANDING OF HUMAN BEHAVIOR AND APPLICATIONS; (3) COMMUNITY INFORMATIONAL SERVICES, DISSEMINATING KNOWLEDGE OF PERTINENT PSYCHOLOGICAL PROCESSES THROUGHOUT SOCIOSPHERE OF CHILD, TEACHER, PARENT, AND COMMUNITY; AND (4) FOCAL RESEARCH AND DEVELOPMENT INVOLVING INVESTIGATING OF THEORY AND TECHNOLOGICAL APPLICATIONS TO THE EDUCATIONAL PROCESS. (AUTHOR)

DESCRIPTORS

CONSULTANTS
PREVENTION
PSYCHOEDUCATIONAL PROCESSES
ROLE PERCEPTION
SCHOOL SERVICES
ELEMENTARY SECONDARY EDUCATION
PROFESSIONAL SERVICES
PUPIL PERSONNEL SERVICES
SCHOOL PSYCHOLOGISTS

EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE

JEA 10.601 STUDENT GUIDANCE PROGRAM

REPORT NUMBER ED110895

TITLE DEVELOPING INDIVIDUALIZED COUNSELING.

AUTHOR(S) MCCANCE, LOUISE; AND OTHERS

NOTE 19 P.; PAPERS PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION (31ST, NEW YORK, NEW YORK, MARCH 23-26, 1975)

PUB DATE MAR 75

ABSTRACT

THIS DOCUMENT CONTAINS FOUR SEPARATE PRESENTATIONS WHICH COMPRISED A WORKSHOP AT THE APGA CONVENTION, 1975. THE WORKSHOP WAS DESIGNED TO HELP GUIDANCE COUNSELORS SET UP A SUCCESSFUL GUIDANCE UNIT, AND EACH PRESENTATION EXAMINES A PARTICULAR COMPONENT OF THE UNIT. HENCE, THE FIRST PAPER DEALS WITH PROBLEMS ENCOUNTERED BY GUIDANCE PERSONNEL IN WRITING USABLE PERFORMANCE OBJECTIVES. THE SECOND PRESENTATION IS CONCERNED WITH IDENTIFYING MEASUREMENT STRATEGIES AND INSTRUMENTS FOR ASSESSING STUDENT OUTCOMES. THE THIRD PAPER DISCUSSES SELECTING AND ORGANIZING INSTRUCTIONAL MATERIALS OR COUNSELING STRATEGIES, AND THE FINAL ARTICLE DEALS WITH DESIGNING A FORMAT FOR THE GUIDANCE UNIT. IDEAS PRESENTED ARE PRACTICAL AND ADAPTABLE. (AUTHOR/HMV)

DESCRIPTORS

COUNSELING
EDUCATIONAL ACCOUNTABILITY
GUIDANCE OBJECTIVES
PROGRAM DEVELOPMENT
PUPIL PERSONNEL SERVICES
COURSE ORGANIZATION
ELEMENTARY SECONDARY EDUCATION
GUIDANCE PROGRAMS
PROGRAM GUIDES
WORKSHOPS

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

JFA 10.602 REPORTING STUDENT PROGRESS

REPORT NUMBER ED106969

TITLE SCHOOL AND HOME COMMUNICATION: A GUIDE FOR PARENTS AND TEACHERS.

AUTHOR(S) ORGIRI, DAVID O.

NOTE 40 P.

PUB DATE 73

ABSTRACT

THIS PAMPHLET HAS BEEN DEVELOPED AS A PRACTICAL GUIDE FOR EDUCATORS AND PARENTS INTERESTED IN UNDERSTANDING AS MUCH AS POSSIBLE ABOUT REPORTING STUDENT PROGRESS TO THE HOME. IT INCLUDES DIFFERENT REPORTING SYSTEMS, CONTENTS OF REPORTS, AND SOURCES FOR REPORTING TO PARENTS. THE CONCLUSION INCLUDES A MODEL REPORTING PLAN, WHICH MAY BE ESPECIALLY USEFUL TO PARENTS AND TEACHERS INTERESTED IN IMPROVING THEIR SCHOOL DISTRICT'S REPORTING SYSTEM. THE PRIMARY THEME IS THAT OPEN TWO-WAY COMMUNICATION BETWEEN HOME AND SCHOOL IS THE MOST IMPORTANT INGREDIENT IN A SATISFACTORY REPORTING PLAN. THIS IDEA IS CARRIED THROUGH THE DISCUSSIONS, ALLOWING PARENTS AND TEACHERS ACCESS TO MANY REPORTING IDEAS BEYOND THE TRADITIONAL REPORT CARD. (AUTHOR)

DESCRIPTORS

ACADEMIC ACHIEVEMENT
ELEMENTARY SECONDARY EDUCATION
GRADES (SCHOLASTIC)
MODELS
PARENT TEACHER CONFERENCES
REPORTS
STUDENT RECORDS
COMMUNICATION (THOUGHT TRANSFER)
EVALUATION METHODS
GUIDES
PARENT SCHOOL RELATIONSHIP
REPORT CARDS
STUDENT EVALUATION

AVAILABILITY: DAVID O. ONGIRI, 233 HERR AVENUE, MILLERSVILLE, PENNSYLVANIA 17551 ($1.75, QUANTITY DISCOUNTS)

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE

JFA 10.602 REPORTING STUDENT PROGRESS

REPORT NUMBER ED106915

TITLE EFFECTIVE STUDENT GRADING AND PROGRESS REPORTING.

AUTHOR(S) PROCUNIER, ROBERT W.

NOTE 8 P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE NATIONAL SCHOOL BOARDS ASSOCIATION (35TH, MIAMI BEACH, FLORIDA, APRIL 1975)

PUB DATE APR 75

ABSTRACT

SERIOUS DRAWBACKS CAN BE CITED FOR ALMOST EVERY FORM OF STUDENT PERFORMANCE EVALUATION. THE TYPICAL A-B-C-D REPORT SELDOM TELLS ANYTHING REALLY MEANINGFUL; THE ARGUMENTS AGAINST THIS SYSTEM ARE MANY--UNLESS YOU HAVE STRAIGHT A OFFSPRING. WRITTEN COMMENTS OR REPORTS ARE GOOD IF THEY TELL, IN A MEANINGFUL WAY, WHAT THE STUDENT IS ACCOMPLISHING IN SCHOOL. BUT TEACHERS OFTER LAPSE INTO CLICHES OR VAGUE GENERALIZATIONS, AND THE COMMENTS OFTEN REFLECT A TEACHER'S PERSONAL REACTION TO THE CHILD, RATHER THAN A REPORT OF ACADEMIC PROGRESS. THE PARENT-TEACHER CONFERENCE IS VALUABLE IF IT IS WELL PLANNED AND CONDUCTED, AND IF SUFFICIENT TIME IS ALLOWED FOR THE CONFERENCE. ONE OTHER POINT--ALL CONFERENCES SHOULD INCLUDE THE STUDENT AS WELL AS THE PARENT AND TEACHER. IF A CHILD IS TO GROW SOCIALLY, EMOTIONALYY, AND INTELLECTUALLY, HE OR SHE MUST PARTICIPATE IN THE EVALUATION OF THE PROCESS. DURING THE LAST TWO YEARS, OUR DISTRICT HAS BEEN MOVING TOWARD AN INDIVIDUALIZED CURRICULAR PROGRAM. TO MAKE OUR REPORTING PROCEDURE MORE EFFECTIVE, WE MUST ADD TO OUR TRAIT CHECKLIST, WITH COMMENTS, A SUMMARIZATION OF THE BASIC SKILLS ATTAINED BY EACH CHILD. THIS TELLS THE PARENT JUST WHAT SPECIFIC SKILLS THE CHILD HAS ACQUIRED AS A RESULT OF HIS SCHOOL WORK. (AUTHOR/JG)

DESCRIPTORS

ACADEMIC ACHIEVEMENT
ELEMENTARY SECONDARY EDUCATION
INFORMATION DISSEMINATION
REPORT CARDS
STUDENT PARTICIPATION
ACHIEVEMENT RATING
GRADES (SCHOLOASTIC)
PARENT TEACHER CONFERENCES
STUDENT EVALUATION
TEACHER ROLE

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

JFA 10.602 REPORTING STUDENT PROGRESS

REPORT NUMBER ED079386

TITLE ON TELLING PARENTS ABOUT TEST RESULTS.

AUTHOR(S) RICKS, JAMES H., JR.

SOURCE PSYCHOLOGICAL CORP., NEW YORK, N.Y.

NOTE 4 P.

PUB DATE DEC 59

ABSTRACT

TWO PRINCIPLES AND ONE VERBAL TECHNIQUE PROVIDE A SOUND BASIS FOR COMMUNICATING TO STUDENTS AND THEIR PARENTS THE INFORMATION OBTAINED FROM TESTING: (1) PARENTS HAVE THE RIGHT TO KNOW WHATEVER THE SCHOOL KNOWS ABOUT THE ABILITIES, PERFORMANCE AND PROBLEMS OF THEIR CHILDREN; (2) THE SCHOOL HAS THE OBLIGATION TO SEE THAT IT COMMUNICATED UNDERSTANDABLE AND USABLE KNOWLEDGE; AND (3) PREFACE THE ANALYSIS OF TEST RESULTS WITH THE PHRASE 'YOU (OR YOUR SON/DAUGHTER) SCORE LIKE PEOPLE WHO...' COMMUNICATING TEST RESULTS MEANINGFUL INVOLVES ATTENTION TO CONTENT, LANGUAGE AND AUDIENCE. IQS SHOULD RARELY BE REPORTED TO STUDENTS OR THEIR PARENTS. GRADE PLACEMENT SCORES OR STANDARD SCORES ARE LESS LIKELY TO CAUSE TROUBLE, BUT THEY REQUIRE CAREFUL EXPLANATION. PERCENTILES PROBABLY ARE THE SAFEST AND MOST INFORMATIVE NUMBERS TO USE PROVIDED IT IS MADE CLEAR THAT THEY REFER NOT TO THE PERCENT OF QUESTIONS ANSWERED CORRECTLY BUT TO THE PERCENT OF PEOPLE WHOSE PERFORMANCE THE STUDENT HAS EQUALLED OR SURPASSED AND PROVIDED IT IS MADE CLEAR WHO THE PEOPLE ARE WITH WHOM THE STUDENT IS BEING COMPARED. (KM)

DESCRIPTORS

BULLETINS
GRADE EQUIVALENT SCORES
PARENT CONFERENCES
TEST INTERPRETATION
COUNSELOR FUNCTIONS
INTELLIGENCE QUOTIENT
SCORES
TEST RESULTS

CITATION TEST SERVICE BULLTING; N54 P1-4 DEC 1959

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

JFAC 10.605 PARENT CONFERENCE

REPORT NUMBER ED117272

TITLE BILINGUAL BICULTURAL IS TWO WAY EDUCATION.

SOURCE MASSACHUSETTS STATE DEPT. OF EDUCATION, BOSTON, BUREAU OF TRANSITIONAL BILINGUAL EDUCATION.

NOTE 47 P.

PUB DATE JUN 74

ABSTRACT

THIS MANUAL IS SAID TO BE INTENDED TO BRING TOGETHER UNDER ONE COVER THE FUNDAMENTAL DOCUMENTS RELATING TO THE LANDMARK LEGISLATION, THE TRANSITIONAL BILINGUAL EDUCATION ACT. A GENERAL SYNOPSIS OF CHAPTER 71A OF THE ACT INCLUDES WHAT A PROGRAM IN TRANSITIONAL BILINGUAL EDUCATION CONSISTS OF, WHO HAS THE RIGHT TO IT, AND WHAT THE OBLIGATIONS OF THE LOCAL SCHOOL COMMITTEES AND THE DEPARTMENT OF EDUCATION ARE. THE FIVE SECTIONS OF THAT CHAPTER, DECLARATION OF POLICY, AMENDMENT OF CHAPTER, AUTHORIZATION FOR REIMBURSEMENT, ESTABLISHMENT OF BUREAU OF TRANSITIONAL BILINGUAL EDUCATION-ITS POWERS AND DUTIES, AND REPEAL OF CHAPTER 852, ARE OUTLINED AND BRIEFLY DISCUSSED. CRITERIA SET DOWN TO DETERMINE BILINGUAL TEACHER COMPETENCIES IN LANGUAGE SKILLS AND CULTURE INCLUDE REQUIREMENTS OF FOREIGN SERVICE INSTITUTE NATIVE OR BILINGUAL PROFICIENSY RATING, REQUIREMENTS OF FOREIGN SERVICE INSTITUTE MINIMUM PROFESSIONAL PROFICIENCY IN ENGLISH, AND REQUIREMENTS OF CULTURE COMPETENCY IN ENGLISH AND OTHER LANGUAGES. APPROVAL PROCEDURES ARE ALSO OUTLINED. SEVERAL GUIDELINES FOR PARENTAL INVOLVEMENT IN TRANSITIONAL BILINGUAL EDUCATION PROGRAMS ARE PROVIDED THAT ADDRESS THE 'WHEN', 'HOW', 'WHY', 'WHO', AND 'WHAT' OF THE PROGRAMS. APPENDIXES INCLUDE PARENT PARTICIPATION REGULATIONS. (AUTHOR/AM)

DESCRIPTORS
BICULTURALISM
BILINGUALISM
BILINGUAL TEACHERS
EDUCATIONAL CERTIFICATES
EDUCATIONAL POLICY
MINORITY GROUP CHILDREN
PARENT CONFERENCES
PARENT SCHOOL RELATIONSHIP
PUBLIC SCHOOLS
TEACHER QUALIFICATIONS
BILINGUAL EDUCATION
BILINGUAL STUDENTS
COURT LITIGATION
EDUCATIONAL LEGISLATION
EQUAL EDUCATION
NON ENGLISH SPEAKING
PARENT PARTICIPATION
PROGRAM DESCRIPTIONS
SECOND LANGUAGE LEARNING

IDENTIFIERS
MASSACHUSETTS
TRANSITIONAL BILINGUAL EDUCATION ACT

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE

1460

JFAC 10.605 PARENT CONFERENCES

REPORT NUMBER ED108741

TITLE PARENT INVOLVEMENT: SOME CONSIDERATIONS

SOURCE HYDE PARK - KENWOOD COMMUNITY CONFERENCE, CHICAGO, ILL. CHILD CARE TASK FORCE.

NOTE 16 P.

PUB DATE OCT 73

ABSTRACT

THE FOCUS OF THIS PAPER IS ON THE IMMEDIATE AND LONG-RANGE ADVANTAGES OF PARENT INVOLVEMENT, THE DEFINITIONS AND IMPLICATIONS OF VARYING LEVELS OF PARENT INVOLVEMENT IN CHILD CARE CENTER OPERATIONS, AND THE GENERAL MEANS BY WHICH A CHOSEN LEVEL OF INVOLVEMENT MIGHT BE ACHIEVED. THE ADVANTAGES OF PARENT INVOLVEMENT ARE DISCUSSED BRIEFLY IN TERMS OF THE CHILD, PARENTS, AND STAFF AND CENTER, AND SEVERAL FACTORS AFFECTING THE LEVEL OF INVOLVEMENT ARE OUTLINED. FOUR GENERAL CATEGORIES OF PARENT PARTICIPATION ARE DEFINED (NON-INVOLVEMENT OR LITTLE INVOLVEMENT, NON-DECISION-MAKING, DECISION MAKING, AND PARENT CONTROL) AND THEIR IMPLICATIONS ENUMERATED. A FEW SUGGESTIONS FOR INVOLVING PARENTS AT EACH DESIRED INVOLVEMENT LEVEL ARE GIVEN. (ED)

DESCRIPTORS
ACTIVITIES
DAY CARE SERVICES
ENRICHMENT ACTIVITIES
PARENT CONFERENCES
PARENT PARTICIPATION
PARENTS
RECREATIONAL ACTIVITIES
CHILD CARE CENTERS
EARLY CHILDHOOD EDUCATION
FAMILY SCHOOL RELATIONSHIP
PARENT EDUCATION
PARENT RESPONSIBILITY
PARENT WORKSHOPS

AVAILABILITY: CHILD CARE TASK FORCE, HYDE PARK-KENWOOD COMMUNITY CONFERENCE, 1400 EAST 53RD STREET, CHICAGO, ILLINOIS 60615 (PAPER, $0.50)

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

JFAC 10.605 PARENT CONFERENCES

REPORT NUMBER ED077115

TITLE RELEASING TEST SCORES: URGENT OR UNTHINKABLE?

AUTHOR(S) JACOBS, JAMES W.

NOTE 11 P.; PAPER PRESENTED AT AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS ANNUAL CONVENTION (105TH, ATLANTIC CITY, NEW JERSEY, FEBRUARY 24-28, 1973)

PUB DATE 27 FEB 73

ABSTRACT

IN THIS PAPER, THE AUTHOR REVIEWS LITERATURE ON THE SUBJECT OF RELEASING TEST SCORES AND DISCUSSES CONSTRAINTS (IN TERMS OF TEST SCORES RELEASED AND TARGET GROUPS RECEIVING TEST SCORES) WHICH HE BELIEVES SHOULD GOVERN SUCH RELEASES. THE AUTHOR SUGGESTS TWO PHASES FOR IMPLEMENTING RELEASE OF TEST SCORES. ONE PHASE WOULD INVOLVE PARENT CONFERENCES, DISTRICTWIDE APPRAISAL PROGRAMS OF INTELLIGENCE, DISTRICTWIDE APPRAISAL IN SELECTED SUBJECT FIELDS, AND THE APPRAISAL DATA REPORTED TO PARENTS BY REPORT CARDS. THE OTHER PHASE WOULD BE DIRECTED TOWARD RELEASING TEST SCORES IN RELATIONSHIP TO SALIENT CHARACTERISTICS OF THE SCHOOL SYSTEM (TEACHER-PUPIL RATIOS, STAFF TURNOVER STATISTICS, ETC.) THAT AFFECT THE LEARNING OF ITS CLIENTELE. THE AUTHOR EXPRESSES HIS PREFERENCE FOR A COMMUNITY-SCHOOL PROFILE OVER THE RELEASE OF SCORES ON A SYSTEMWIDE OR A SCHOOL-BY-SCHOOL BASIS. (JF)

DESCRIPTORS
CONFIDENTIALITY
PARENT CONFERENCES
REPORTS
STANDARDIZED TESTS
TEST RESULTS
INTELLIGENCE TESTS
REPORT CARDS
SPEECHES
TEST INTERPRETATION

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

JFAC 10.605 PARENT CONFERENCES

REPORT NUMBER ED011159

TITLE PROGRESS REPORT GUIDE FOR OPPORTUNITY CLASS TEACHERS.

SOURCE BALTIMORE CITY PUBLIC SCHOOLS, MD.

NOTE 26 P.

PUB DATE 64

ABSTRACT

A COMPREHENSIVE GUIDE IS PRESENTED FOR SPECIAL EDUCATION TEACHERS WHO WISH TO EVALUATE THE PROGRESS OF THEIR MENTALLY RETARDED PUPILS. PUPIL FOLDERS, ANECDOTAL RECORDS, DAILY PERFORMANCE, AND CUMULATIVE RECORDS ARE DESCRIBED. THE SPECIAL GRADING SYSTEM IS EXPLAINED, AND INSTRUCTIONS FOR GRADING ARE PROVIDED. THE PROGRESS REPORT SECTION LISTS QUALITITES TO BE EVALUATED IN THE AREAS OF PERSONAL AND EDUCATIONAL DEVELOPMENT. CHECKLISTS FOR LANGUAGE ARTS, ARITHMETIC, HEALTH AND SAFETY, SCIENCE, SOCIAL STUDIES, MUSIC, HANDCRAFTS, AND PHYSICAL EDUCATION ARE INCLUDED. TECHNIQUES FOR CONDUCTING INTERVIEWS WITH PARENTS ARE DESCRIBED. THE PURPOSE AND FUNCTION OF HOME VISITS AND COMMUNICATIONS WITH PARENTS ARE ALSO DISCUSSED. (JZ)

DESCRIPTORS

ACHIEVEMENT RATING
HOME VISITS
OPPORTUNITY CLASSES
REPORT CARDS
STUDENT EVALUATION
GRADING
MENTALLY HANDICAPPED
PARENT CONFERENCES
STUDENT DEVELOPMENT

IDENTIFIERS

BALTIMORE

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

JFAC 10.605 PARENT CONFERENCES

REPORT NUMBER ED011795

TITLE PRACTICAL HELPS FOR KINDERGARTEN TEACHERS.

SOURCE ALASKA STATE DEPT. OF EDUCATION, JUNEAU

NOTE 85 P.

PUB DATE 66

ABSTRACT

THIS BOOKLET IS A GUIDE FOR KINDERGARTEN TEACHERS. DISCUSSED ARE THE ROLE OF THE KINDERGARTEN TEACHER, KINDERGARTEN PHILOSOPHY AND OBJECTIVES, INFORMATION TO THE PARENTS OF KINDERGARTEN CHILDREN, PARENT-TEACHER CONFERENCES, SCIENCE EXPERIENCES, ACTIVITIES, AND EXPERIEMENTS, NUMBER ACTIVITIES, GAMES, FINGER PLAYS, AND CHORAL SPEAKING. ALSO PRESENTED ARE UNITS OF STUDY, A DAILY PROGRAM AND EQUIPMENT, SUPPLIES, RECORDS, BOOKS, AUDIOVISUAL MATERIALS, AND REFERENCE MATERIALS. (RB)

DESCRIPTORS
ACTIVITIES
CHORAL SPEAKING
KINDERGARTEN
PARENT CONFERENCES
REFERENCE MATERIALS
TEACHERS
UNITS OF STUDY (SUBJECT FIELDS)
BOOKS
GAMES
OBJECTIVES
PHILOSOPHY
SCIENCE ACTIVITIES
TEACHING GUIDES

IDENTIFIERS
JUNEAU

EDRS PRICE MF-$0.75 HC-$4.20 PLUS POSTAGE

JFAC 10.605 PARENT CONFERENCES

REPORT NUMBER ED035155

TITLE PSYCHIATRIC EXAMINATION OF CHILDREN.

AUTHOR(S) SIMMONS, JAMES E.

NOTE 184 P.

PUB DATE NOV 69

ABSTRACT

WRITTEN FOR PSYCHIATRISTS, PEDIATRICIANS, GENERAL PRACTITIONERS, AND MEDICAL STUDENTS, THE TEXT EMPHASIZES THE PSYCHIATRIC EXAMINATION PROCESS AND METHODS FOR INTERVIEWING CHILDREN. DISCUSSIONS AND EXAMPLES CONCERN THE FOLLOWING TOPICS: PREPARING THE CHILD AND INITIATING THE INTERVIEW, GENERAL INTERVIEWING TECHNIQUES, THE MENTAL STATUS REPORT, MENTAL STATUS PROFILES (NORMAL AND ABNORMAL), NOSOLOGY AND DIAGNOSIS, INTERVIEWING THE PARENTS, THE CASE STUDY, AND TREATMENT. (RJ)

DESCRIPTORS

ADMUSTMENT (TO ENVIRONMENT)
CASE STUDIES (EDUCATION)
EMOTIONALLY DISTURBED
EXCEPTIONAL CHILD SERVICES
PARENT CONFERENCES
PRESCHOOL EVALUATION
PSYCHOLOGICAL EVALUATION
ANXIETY
COUNSELOR ROLE
EVALUATION METHODS
INTERVIEWS
PARENT PARTICIPATION
PSYCHIATRISTS

AVAILABILITY: LEA AND FEBIGER, 600 WASHINGTON SQUARE, PHILADELPHIA,
PENNSYLVANIA 19106 ($4.75)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

REPORT NUMBER ED070533

TITLE PARENT HANDBOOK: A GUIDE TO THE INFORMATION SESSIONS FOR PARENTS OF FOUR-YEAR-OLD CHILDREN. A GUIDE TO THE STORY-ACTIVITY HOURS FOR FOUR-YEAR-OLD CHILDREN.

SOURCE WICHITA STATE UNIV., KANS.

NOTE 130 P.

PUB DATE 72

ABSTRACT

A HANDBOOK TO SERVE AS AN OUTLINE FOR PARENT DISCUSSION SESSIONS CONCERNING FOUR-YEAR-OLD CHILDREN IS PRESENTED. IT IS DIVIDED INTO THE FOLLOWING SECTIONS: CHILD-GROWTH AND DEVELOPMENT, PHYSICAL DEVELOPMENT, LANGUAGE DEVELOPMENT, LEARNING ABILITIES, CHILDREN AND HOME ART-ACTIVITIES, READING TO YOUR CHILD, SUGGESTED GOOD BOOKS, QUESTIONS AND ANSWERS, PURPOSE OF STORY-ACTIVITY HOURS, STORY-ACTIVITY HOUR PLANS, MUSIC FOR STORY-ACTIVITY HOURS. (CK)

DESCRIPTORS

- BOOKS
- FAMILY ENVIRONMENT
- LANGUAGE DEVELOPMENT
- MUSIC
- PRESCHOOL CHILDREN
- STORY TELLING
- CHILD DEVELOPMENT
- GUIDES
- LEARNING
- PARENT CONFERENCES
- READING

EDRS PRICE MF-$0.75 HC-$6.60 PLUS POSTAGE

1466

JFCA 10.605 PARENT CONFERENCES

REPORT NUMBER ED067158

TITLE NEW FORCES SHAPING CHILD CARE.

NOTE 17 P.; POSITION PAPER PRESENTED AT NATIONAL PARENTS FOR DAY CARE AND CHILD DEVELOPMENT FIRST ANNUAL CONVENTION (APRIL 28-30, 1972)

PUB DATE APR 72

ABSTRACT

IN AN ADDRESS TO LOCAL, STATE, REGIONAL, AND NATIONAL GROUPS INVOLVED WITH CHILD CARE, CHARACTERISTICS OF SOME OF THE PROGRAMS ARE EXPLAINED IN AN EFFORT TO DEVELOP A BROAD BASED NATIONAL COALITION FOR A SYSTEM OF UNIVERSALLY AVAILABLE CHILD CARE. HEAD START, TITLE IV-A OF THE SOCIAL SECURITY ACT (AMENDED) DAY CARE, AND CHURCH-RELATED DAY CARE PROGRAMS ARE DESCRIBED. A STATEMENT OF PRINCIPLES OF THE DAY CARE AND CHILD DEVELOPMENT COUNCIL OF AMERICA TOWARD THE GOAL OF LOCALLY CONTROLLED, PUBLICLY SUPPORTED, UNIVERSALLY AVAILABLE CHILD CARE SYSTEMS IS PRESENTED, ALONG WITH ACTIONS OF THE NATIONAL PARENT FEDERATION REGARDING LEGISLATION FOR THESE KINDS OF SERVICES. THE IMPORTANCE OF PARENT AND STAFF COOPERATION IS STRESSED IN ORDER TO ACHIEVE AN ADEQUATE CHILD CARE PROGRAM, WHICH IS AN ECONOMIC ISSUE, AN INNOVATIVE APPROACH TO CORRECTING OLD SOCIAL WEAKNESSES, AND A POLITICAL ISSUE. (LH)

DESCRIPTORS

CHILD CARE
CHILD DEVELOPMENT
CHILDHOOD NEEDS
DAY CARE PROGRAMS
EARLY CHILDHOOD
GOVERNMENT ROLE
PARENT CONFERENCES
PARENT SCHOOL RELATIONSHIP
PARENT TEACHER COOPERATION
SPEECHES

IDENTIFIERS

PROJECT HEAD START

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

JFAC 10.605 PARENT CONFERENCES

REPORT NUMBER ED066684

TITLE PARENTAL INVOLVEMENT IN TITLE I ESEA.

SOURCE OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

NOTE 18 P.

PUB DATE 72

ABSTRACT

TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT, PASSED IN 1965 TO IMPROVE THE EDUCATIONAL OPPORTUNITIES OF EDUCATIONALLY DEPRIVED CHILDREN, IS THE LARGEST FEDERAL AID TO EDUCATION PROGRAM. ONE OF THE THINGS THEY HOPED FOR WAS THE INVOLVEMENT OF PARENTS AND OTHER CITIZENS IN TITLE I PROJECTS. THIS MANUAL WAS WRITTEN AS A GUIDE FOR LOCAL AND STATE OFFICIALS CHARGED WITH IMPLEMENTING THE PROVISIONS OF TITLE I. IT DESCRIBES THE RATIONALE BEHIND THE PARENTAL INVOLVEMENT REQUIREMENTS, THE HISTORY OF PARENTAL INVOLVEMENT IN TITLE I, AND THE LOGISTICS OF STARTING A PARENT COUNCIL. THE MANUAL WAS NOT DESIGNED PRIMARILY AS A GUIDE FOR PARENT COUNCIL MEMBERS, ALTHOUGH THEY MAY FIND INFORMATION IT CONTAINS HELPFUL IN EXAMINING THEIR OWN FUNCTIONS AND IT IS SUGGESTED THAT THEY SHOULD BE PROVIDED WITH COPIES. NOR IS THE MANUAL INTENDED TO REFLECT PARENTAL INVOLVEMENT IN THE SPECIAL COMPONENTS OF TITLE I--THE MIGRANT EDUCATION PROGRAM AND THE PROGRAM FOR THE NEGLECTED OR DELINQUENT. (AUTHOR)

DESCRIPTORS

DISADVANTAGED ENVIRONMENT
DISADVANTAGED YOUTH
EDUCATIONAL LEGISLATION
FEDERAL PROGRAMS
PARENT PARTICIPATION
DISADVANTAGED GROUPS
EDUCATIONAL FINANCE
FEDERAL AID
PARENT CONFERENCES
PARENT RESPONSIBILITY

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

JFAC 10.605 PARENT CONFERENCES

REPORT NUMBER ED063569

TITLE RESPONSIVENESS IN URBAN SCHOOLS: A STUDY OF SCHOOL SYSTEM ADAPTATION TO PARENTAL PREFERENCES IN AN URBAN ENVIRONMENT.

AUTHOR(S) RAFFEL, JEFFERY A.

SOURCE DELAWARE UNIV., NEWARK. DIV. OF URBAN AFFAIRS.

NOTE 346 P.

PUB DATE JUN 72

ABSTRACT

THE RELATIONSHIP BETWEEN PARENTAL PREFERENCES AND SCHOOL FUNCTIONING IN 10 ELEMENTARY SCHOOLS IN THE BOSTON PUBLIC SCHOOL SYSTEM WAS ANALYZED. THE EDUCATIONAL PREFERENCES OF 400 PARENTS WERE DETERMINED THROUGH SURVEY RESEARCH METHODS. SCHOOL FUNCTIONING AT THE 10 SCHOOLS WAS DETERMINED BY CLASSROOM OBSERVATION, INTERVIEWS, AND WRITTEN QUESTIONNAIRES. WHILE A MODERATE RELATIONSHIP BETWEEN PARENTAL PREFERENCES AND SCHOOL FUNCTIONING WAS FOUND ACROSS THE 10 SCHOOLS IN EDUCATIONAL METHODS, NONE WAS FOUND IN EDUCATIONAL CONTENT. ANALYSIS OF THE PROCESS OF RESPONSIVENESS AND PARENTAL ATTEMPTS TO ALTER SCHOOL FUNCTIONING INDICATED THAT RESPONSIVENESS OF SCHOOL FUNCTIONING TO PARENTAL PREFERENCES IS GREATLY LIMITED WITHIN THE SCHOOL SYSTEM. NON-RESPONSIVENESS WAS FOUND TO BE A FUNCTION OF THE INABILITY OF PARENTS TO ORGANIZE FOR COLLECTIVE ACTION, THE INABILITY OF PRINCIPALS TO INFLUENCE TEACHERS, THE POWER OF SENIOR TEACHERS TO SELECT THEIR SCHOOL, THE LACK OF PERCEPTUAL ACCURACY OF TEACHERS ABOUT PARENTS AND THEIR EDUCATIONAL PREFERENCES HOLD FOR PARENTAL INFLUENCE OVER TEACHER BEHAVIOR. (AUTHOR)

DESCRIPTORS
FAMILY INVLUENCE
PARENTAL GRIEVANCES
PARENT CONFERENCES
PARENT PARTICIPATION
PARENT SCHOOL RELATIONSHIP
URBAN SCHOOLS
FAMILY SCHOOL RELATIONSHIP
PARENT ATTITUDES
PARENT INFLUENCE
PARENT REACTION
PARENT TEACHER COOPERATION

EDRS PRICE MF-$0.75 HC-$16.20 PLUS POSTAGE

JFAC 10.605 PARENT CONFERENCE

REPORT NUMBER ED048935

TITLE PROGRAMS OF HEAD START PARENT INVOLVEMENT IN HAWAII. A SECTION OF THE FINAL REPORT FOR 1969-70.

AUTHOR(S) ADKINS, DOROTHY C.

SOURCE HAWAII UNIV., HONOLULU. EDUCATION RESEARCH AND DEVELOPMENT CENTER

NOTE 13 P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, NEW YORK, NEW YORK, FEBRUARY 6, 1971.

PUB DATE JAN 71

ABSTRACT

PRESENTS THE EVOLUTION OF PARTICIPATION PROGRAMS FOR HEAD START PARENTS WHICH WERE CONDUCTED BY THE UNIVERSITY OF HAWAII CENTER FOR RESEARCH IN EARLY CHILDHOOD EDUCATION FROM 1967-1968 THROUGH 1970. EACH YEAR'S SHIFTING EMPHASIS WAS BASED ON EXPERIENCE WITH PROGRAMS TRIED EARLIER, ON SHIFTING INTERESTS OF STAFF AND PARTICULAR COMMUNITIES INVOLVED IN OTHER ASPECTS OF THE YEAR'S RESEARCH PROGRAM, AND ON ASPECTS OF THE OVERALL RESEARCH DESIGN OF THAT YEAR. PROGRAMS OF GROUP MEETINGS AND INDIVIDUAL HOME VISITS WERE EXPLORED. VARIOUS TYPES OF PARENT PARTICIPATION PROGRAMS IN CONJUNCTION WITH CURRICULAR MODULES IN THE COGNITIVE AND MOTIVATIONAL REALMS WERE ASSESSED. THE MAJOR CONCLUSION IS THAT BROAD GENERALIZATION IS NOT POSSIBLE FROM SMALL AND SHORT TERM ATTEMPTS TO ALTER PARENTAL ATTITUDES AND PRACTICES. PARENT PROGRAMS MAY NOT BE THE MOST EFFECTIVE WAY TO IMPROVE COGNITIVE ABILITIES AND BEHAVIOR OF PRESCHOOL CHILDREN. (AUTHOR/WY)

DESCRIPTORS
HOME PROGRAMS
LANGUAGE PROGRAMS
MOTIVATION
PARENT CONFERENCES
PARENT PARTICIPATION
HOME VISITS
MATHEMATICS CURRICULUM
PARENT CHILD RELATIONSHIP
PARENT EDUCATION

IDENTIFIERS
LANGUAGE FOR PRESCHOOL
PROJECT HEAD START
MATHEMATICS FOR PRESCHOOL

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

JFAC 10.605 PARENT CONFERENCE

REPORT NUMBER ED042018

TITLE AN EXPERIMENTAL COMPARISON OF THE EFFECTS OF THREE METHODS OF CONDUCTING VISITATION CONFERENCES IN COOPERATIVE DISTRIBUTIVE EDUCATION PROGRAMS.

AUTHOR(S) RILEY, E. CLAYTON

NOTE 159 P.

PUB DATE 70

ABSTRACT

TWELVE COOPERATIVE HIGH SCHOOL DISTRIBUTIVE EDUCATION PROGRAMS WERE STUDIED TO DETERMINE THE EFFECTS OF THREE METHODS OF CONDUCTING VISITATION CONFERENCES ON: (1) STUDENTS' ATTITUDE TOWARD DISTRIBUTIVE EDUCATION, (2) STUDENTS' ATTITUDE TOWARD TRAINING STATIONS, (3) STUDENTS' WORK PERFORMANCE RATING, (4) PARENTS' ATTITUDE TOWARD DISTRIBUTIVE EDUCATION, (5) EMPLOYERS' ATTITUDE TOWARD DISTRIBUTIVE EDUCATION, AND (6) TEACHER-COORDINATORS' ATTITUDE TOWARD THE TRAINING STATIONS. A TOTAL OF 144 HIGH SCHOOL STUDENTS, 12 FROM EACH SCHOOL, TOGETHER WITH PARENTS AND EMPLOYERS SERVED AS PARTICIPANTS IN THE STUDY. CONCLUSIONS WERE: (1) IT IS POSSIBLE TO CHANGE STUDENTS' ATTITUDE TOWARD DISTRIBUTIVE EDUCATION, AND TOWARD THE TRAINING STATIONS, (2) EMPLOYERS' RATING OF THE STUDENTS' WORK PERFORMANCE WAS NOT AFFECTED BY VISITATION CONFERENCE, (3) PARNETS' ATTITUDE TOWARD DISTRIBUTIVE EDUCATION CAN BE CHANGED, (4) EMPLOYERS' ATTITUDE TOWARD DISTRIBUTIVE EDUCATION CAN BE IMPROVED, AND (5) TEACHER-COORDINATORS' ATTITUDE TOWARD THE TRAINING STATIONS CAN BE IMPROVED. THIS ED.D. THESIS WAS SUBMITTED TO THE UNIVERSITY OF MISSOURI. (GR)

DESCRIPTORS

BIBLIOGRAPHIES
COMPARATIVE ANALYSIS
COOPERATIVE EDUCATION
DISTRIBUTIVE EDUCATION TEACHERS
EMPLOYER ATTITUDES
PARENT ATTITUDES
PARENT STUDENT CONFERENCES
TEACHER ATTITUDES
CHANGING ATTITUDES
CONFERENCES
DISTRIBUTIVE EDUCATION
DOCTORAL THESES
EXPERIMENTAL GROUPS
PARENT CONFERENCES
STUDENT ATTITUDES

AVAILABILITY: UNIVERSITY MICROFILMS, INC., 300 NORTH ZEEB ROAD, ANN ARBOR, MICHIGAN 48106

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

JFAC 10.605 PARENT CONFERENCE

REPORT NUMBER ED039652

TITLE GROUP WORK WITH PARENTS OF MENTALLY RETARDED CHILDREN.

AUTHOR(S) ZARNARI, OLGA

SOURCE CENTER FOR MENTAL HEALTH AND RESEARCH, ATHENS (GREECE).

NOTE 92 P.

PUB DATE 67

ABSTRACT

TOPICS INCLUDE THE ROLE OF THE FAMILY IN THE DEVELOPMENT AND GROWTH OF THE MENTALLY HANDICAPPED (MH) CHILD, THE PSYCHOLOGICAL IMPACT OF THE MH CHILD ON THE FAMILY, PARENTAL ATTITUDES, AND THE NEED FOR GUIDANCE AND COUNSELING OF PARENTS OF MH CHILDREN. ALSO OF CONCERN ARE THE AGENCY FRAMEWORK, THE GOALS AIMED AT BY THE GROUP GUIDANCE PROGRAM, THE METHOD OF THEIR WORK, AND THE ORGANIZATION OF THE GROUPS. ALSO DISCUSSED ARE THE PROBLEM OF MENTAL HANDICAPS, THE EFFECT OF MH ON BEHAVIOR, ATTITUDES AND FEELINGS OF PARENTS, AND THE ORGANIZATION OF THE GREEK ASSOCIATION OF PARENTS OF MENTALLY RETARDED CHILDREN. (JM)

DESCRIPTORS

ADMINISTRATIVE ORGANIZATION
BEHAVIOR PROBLEMS
EXCEPTIONAL CHILD SERVICES
FOREIGN COUNTRIES
MENTALLY HANDICAPPED
PARENT CONFERENCES
PARENT ROLE
AGENCY ROLE
DEVELOPMENTAL GUIDANCE
FAMILY COUNSELING
GROUP COUNSELING
PARENT ATTITUDES
PARENT COUNSELING

IDENTIFIERS

GREECE

EDRS PRICE MF-$0.75 HC-$4.20 PLUS POSTAGE

JFAC 10.605 PARENT CONFERENCE

REPORT NUMBER ED033483

TITLE FEEDBACK; PUBLICATION OF THE PROGRAM FOR EXCEPTIONAL CHILDREN AND YOUTH.

SOURCE ALABAMA STATE DEPT. OF EDUCATION, MONTGOMERY.

NOTE 44 P.

PUB DATE 69

ABSTRACT

DISCUSSED IN THE REPORT ARE THE STATE'S PROGRAMS FOR EXCEPTIONAL CHILDREN IN 1967 AND 1968, THE PROPOSED EVENTS FOR 1968-1969, THE SCOPE OF THE SPECIAL EDUCATION PROGRAM, A SPECIAL EDUCATION MODEL, AND A BREAKDOWN OF FOUR GEOGRAPHIC REGIONS. SERVICES AND PLANNING FOR CONSULTATION BY THE STATE DEPARTMENT OF EDUCATION, PSYCHOLOGICAL SERVICES, DIAGNOSTIC CENTERS, VOCATIONAL REHABILITATION COOPERATIVE PROGRAMS, EDUCATION FOR CHILDREN WITH EMOTIONAL DISTRUBANCES, AND CENTERS FOR THE DEAF-BLIND ARE CONSIDERED. THE FOLLOWING TOPICS ARE ALSO INCLUDED: THE PRESIDENT'S COMMITTEE ON EMPLOYMENT OF THE HANDICAPPED, A STUDY INSTITUTE FOR PARENTS OF PRESCHOOL DEAF, TRAINEESHIPS AND FELLOWSHIPS (SPECIAL STUDY INSTITUTE), A PLANNING CONFERENCE, TITLE IV-A PROJECTS, A STATE TITLE IV PILOT STUDY, TITLE III PROJECTS, THE HANDICAPPED CHILDREN'S EARLY ASSISTANCE ACT OF 1968, THE PLANNING CONFERENCE BUREAU, STATE ADOPTED TEXTBOOKS, SPECIAL OLYMPICS, VISITING EDUCATORS, A SPECIAL EDUCATION MUSICAL GROUP, AND THE ALABAMA FEDERATION COUNCIL FOR EXCEPTIONAL CHILDREN. (LE)

DESCRIPTORS

CLINICS
COOPERATIVE PROGRAMS
FEDERAL LEGISLATION
HANDICAPPED CHILDREN
PARENT CONFERENCES
PSYCHOLOGICAL SERVICES
SPECIAL SCHOOLS
TEACHER WORKSHOPS
CONSULTANTS
EXCEPTIONAL CHILD EDUCATION
FELLOWSHIPS
INCIDENCE
PRESCHOOL PROGRAMS
REGIONAL PROGRAMS
STATE PROGRAMS
VOCATIONAL REHABILITATION

IDENTIFIERS

ALABAMA

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

JFAC 10.605 PARENT CONFERENCES

REPORT NUMBER ED03244

TITLE EXEMPLARY PROGRAMS IN ENGLISH AS A SECOND LANGUAGE, SAN DIEGO COUNTY. FINAL REPORT.

SOURCE SAN DIEGO CITY SCHOOLS, CALIF.

NOTE 37 P.

PUB DATE APR 69

ABSTRACT

THIS DOCUMENT REPORTS A 2-YEAR PROJECT DESIGNED TO (1) ESTABLISH FOUR MODEL ENGLISH AS A SECOND LANGUAGE (ESL) DEMONSTRATION CENTERS (KINDERGARTEN THROUGH GRADE 12); (2) DEMONSTRATE WAYS TO EQUIP MEXICAN-AMERICAN PUPILS WITH THE FOUR ENGLISH LANGUAGE SKILLS: LISTENING, COMPREHENDING, SPEAKING, READING AND WRITING; (3) ACQUAINT TEACHERS AND STAFF WITH BETTER METHODS, MATERIALS, AND TECHNIQUES OF WORKING WITH NON-NATIVE SPEAKERS OF ENGLISH; (4) IDENTIFY FOR THE TEACHER THE UNIQUE CULTURAL CHARACTERISTICS WHICH MEXICAN-AMERICAN CHILDREN BRING TO THE LEARNING PROCESS; (5) DEVELOP IN EACH PUPIL THE FUNDAMENTAL SKILLS AND MODES OF LEARNING THAT CARRY BEYOND THE CLASSROOM AND THE IMMEDIATE SCHOOL ENVIRONMENT; (6) ENCOURAGE, PROMOTE, AND MAINTAIN PUPIL AND PARENT PARTICIPATION AND APPRECIATION FOR EDUCATION AT ALL AGE LEVELS; AND (7) EVALUATE AND DISSEMINATE THE FINDINGS OF THE PROJECT. INCLUDED ARE DESCRIPTIONS OF VARIOUS PHASES OF THE PROGRAM INCLUDING SUMMER AND MONTHLY INSERVICE WORKSHOPS FOR 100 TEACHERS; SELECTION AND FIELD TESTING OF ESL CURRICULUM MATERIALS; STUDY CONFERENCE FOR EDUCATORS AND COMMUNITY REPRESENTATIVES; AND CONFERENCES AND CLASSES FOR PARENTS. INCLUDED ALSO ARE DESCRIPTION OF THE TYPICAL MEXICAN-AMERICAN FAMILY IN THE COUNTY AND DISCUSSION OF CHANGES INFLUENCED BY THE PROJECT, THE PART PLAYED BY 12 COOPERATING COMMUNITY AGENCIES, AND CONTRIBUTION OF PROJECT ACTIVITIES WITHOUT FEDERAL SUPPORT. (JS)

DESCRIPTORS

DEMONSTRATION CENTERS
ENGLISH (SECOND LANGUAGE)
MEXICAN AMERICANS
SCHOOL COMMUNITY COOPERATION
TEACHER WORKSHOPS
DEMONSTRATION PROJECTS
INSERVICE TEACHER EDUCATION
PARENT CONFERENCES
SPANISH SPEAKING

IDENTIFIERS

CALIFORNIA
SAN DIEGO

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

10.605 PARENT CONFERNECES

REPORT NUMBER ED032191

TITLE A NON-PUBLIC SCHOOL READING PROGRAM

AUTHOR(S) CUTLER, ETHEL B.

NOTE 13P.; PAPER PRESENTED AT THE INTERNATIONAL READING ASSOCIATION CONFERENCE, KANSAS CITY, MO., APR. 30-MAY 3.

PUB DATE 1 MAY 69

ABSTRACT

DISADVANTAGED CHILDREN WITH READING DIFFICULTIES IN NON-PUBLIC NEW YORK CITY SCHOOLS HAVE BEEN ADMITTED TO CORRECTIVE READING PROGRAMS ADMINISTERED BY THE NEW YORK CITY BOARD OF EDUCATION SINCE SUCH PROGRAMS WERE BEGUN IN 1965 WITH ESEA/TITLE I FUNDS. IN 1968-69, 157 SCHOOLS AND A TOTAL OF 13,258 CHILDREN WERE SERVED IN GROUPS OF 5 TO 10, TEACHERS 78 PART-TIME AND 19 FULL-TIME, WERE GIVEN INTENSIVE TRAINING BEFORE BEGINNING THE PROGRAM AND WERE GIVEN ASSISTANCE IN THE FORM OF VISITS FROM FIELD SUPERVISORS AND OF CONSULTATIONS WITH READING TEACHERS AND SPECIALISTS. AN INSERVICE PROGRAM PROVIDED CONTINUING INSTRUCTION. MATERIALS FURNISHED THROUGH THE PROJECT INCLUDED COMMERCIAL, TEACHER-MADE, AND PROJECT-PRODUCED MATERIALS. CLASSROOM FURNITURE AND EQUIPMENT, TEXT MATERIALS, AND PRACTICE MATERIALS WERE DISTRIBUTED TO ALL PARTICIPATING CLASSROOMS. PARENTS WERE INVOLVED IN PROJECT ACTIVITY THROUGH INDIVIDUAL AND GROUP CONFERENCES AND THROUGH WORKSHOPS. REFERENCES ARE INCLUDED. (MD)

DESCRIPTORS

CORRECTIVE READING
  INSERVICE TEACHER EDUCATION
  PARENT SCHOOL RELATIONSHIP
  PARACHIAL SCHOOLS
  READING MATERIALS
  URBAN SCHOOLS
DISADVANTAGED YOUTH
PARENT CONFERENCES
PARENT WORKSHOPS
READING CONSULTANTS
READING PROGRAMS

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

10.605 PARENT CONFERENCES

REPORT NUMBER ED025845

TITLE PUBLIC RELATIONS GOLD MINE, VOLUME 9.

AUTHOR(S) PREUSCH, DEE, ED.

SOURCE NATIONAL SCHOOL PUBLIC RELATIONS ASSOCIATION, WASHINGTON.

NOTE 63P

PUB DATE 67

ABSTRACT

NINETEEN ARTICLES PRESENT AN OVERVIEW OF IDEAS DEALING WITH MANY FACETS OF SCHOOL PUBLIC RELATIONS. ANALYSIS AND SUGGESTIONS COVER TOPICS SUCH AS (1) PLANNING AND USE OF PRESS CONFERENCES; (2) PROPER BALANCE BETWEEN TECHNIQUES AND MESSAGE IN PUBLIC RELATIONS PROGRAMS; (3) POTENCY OF EDUCATION IN ECONOMIC AND SOCIAL DEVELOPMENT; (4) INTERPRETATION OF VOTING ON SCHOOL FINANCE ISSUES; (5) TECHNIQUES FOR IMPROVING PERSONAL PRESENTATIONS, USE OF RADIO AND TELEVISION, PUBLICATIONS, PARENT CONFERENCES, LETTERS, AND TEACHER RECRUITMENT MATERIALS; (6) MAKING THE SCHOOL RESPONSIVE TO COMMUNITY NEEDS TO IMPROVE SCHOOL COMMUNITY RELATIONS; (7) NECESSARY SKILLS OF THE SCHOOL PUBLIC RELATIONS SPECIALIST; (8) PUBLIC RELATIONS THROUGH EXHIBITION OF STUDENT EFFORTS AND ACHIEVEMENTS; (9) PUBLIC RELATIONS FOR INNOVATIVE PROGRAMS; (10) CONFUSION CONCERNING THE ADMINISTRATION OF INFORMATION PROGRAMS; (11) ROLE OF THE CLASSROOM TEACHER IN PUBLIC RELATIONS; AND (12) POTENTIAL PROBLEMS WITH INTERNAL SCHOOL COMMUNICATIONS. A 52-ENTRY SELECTED BIBLIOGRAPHY IS INCLUDED. RELATED DOCUMENTS ARE EA 001 920 (VOLUME 8) AND EA 001 854 (VOLUME 10). (TT)

DESCRIPTORS
- ADMINISTRATOR ROLE
  - COMMUNITY ATTITUDES
  - EDUCATIONAL INNOVATION
  - PARENT CONFERENCES
  - PUBLIC RELATIONS
  - RADIO
  - SPEECH SKILLS
  - TEACHER ROLE
  - VOTING
- COMMUNICATION PROBLEMS
- EDUCATIONAL FINANCE
- NEWS MEDIA
- PUBLICATIONS
- PUBLIC SCHOOL SYSTEMS
- SCHOOL COMMUNITY RELATIONSHIP
- TEACHER RECRUITMENT
- TELEVISION

AVAILABILITY NATIONAL SCHOOL PUBLIC RELATIONS ASSOCIATION, 1201 SIXTEENTH ST., N.W., WASHINGTON, D.C. 20036 ($2.00).

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE.

10.605 PARENT CONFERENCES

REPORT NUMBER ED020042

TITLE FIRST COME LOVE AND UNDERSTANDING.

AUTHOR(S) MURPHY, SARA

SOURCE SOUTHERN EDUCATION REPORTING SERVICE, NASHVILLE, TENN.

MOTE 8P.

PUB DATA MAR 68

ABSTRACT

AS A RESULT OF A STUDY BY THE ARKANSAS DEPARTMENT OF EDUCATION ON THE NEEDS OF MIGRANT CHILDREN, A GRANT WAS OBTAINED FOR THE PURPOSE OF ESTABLISHING A SPECIAL SUMMER SCHOOL PROGRAM FOR MIGRANT YOUTH IN THE EXTREMELY ECONOMICALLY DEPRESSED SPRINGDALE, ARKANSAS, SCHOOL DISTRICT. THIS SITE WAS CHOSEN BECAUSE OF ITS CLOSE PROXIMITY TO A LARGE MIGRANT LABOR CAMP AND THE CHARACTERIZATION OF ITS SCHOOLS AS HAVING AN EXTREMELY HIGH DROPOUT RATE (AS HIGH AS 50 PERCENT IN THE ALL-NEGRO CHILDRESS HIGH SCHOOL AND BETWEEN 10 AND 15 PERCENT IN THE FORMERLY ALL WHITE WYNNE HIGH SCHOOL). MOST YOUNGSTERS IN THIS CATEGORY ARE REQUIRED TO ABANDON SCHOOL IN ORDER TO ASSUME A LARGE SHARE OF THE FINANCIAL RESPONSIBILITY OF THE FAMILY. EMPHASIS OF THE SPECIAL SUMMER SCHOOL PROGRAM HAS BEEN ON THE CREATION OF AN ATMOSPHERE IN WHICH SUCCESS MAY BE EASILY ACHIEVED. AN IMPORTANT ASPECT OF THE PROGRAM IS A SERIES OF HOME VISITATIONS BY THE TEACHERS INVOLVED TO ENABLE THEM TO GAIN INSIGHTS INTO THE BACKGROUND OF THE CHILDREN SO THAT HELP IN THE FORM OF FOOD, CLOTHING, AND NEEDED MEDICAL ATTENTION MAY BE DISPENSED WITH MAXIMUM EFFECTIVENESS. PARENT-TEACHER CONFERENCES HAVE MET WITH VERY GOOD SUCCESS IN MANY INSTANCES. THIS ARTICLE APPEARS IN THE SOUTHERN EDUCATION REPORT, VOL. 3, NO. 7, MARCH, 1968. (DA)

DESCRIPTORS
COLLEGE ATTENDANCE
DROPOUT PROGRAMS
ECONOMICALLY DISADVANTAGED
HEALTH NEEDS
MIGRANT EDUCATION
PARENT ATTITUDES
PARENT CONFERENCES
RURAL POPULATION
RURAL YOUTH
SMALL SCHOOLS
SUMMER SCHOOLS
DEPRESSED AREAS (GEOGRAPHIC)
DROPOUT RATE
EDUCATIONAL OPPORTUNITIES
LIVING STANDARDS
MIGRANT YOUTH
PARENT CHILD RELATIONSHIP
POVERTY PROGRAMS
RURAL SCHOOLS
SCHOOL HOLDING POWER
SUMMER INSTITUTES

IDENTIFIERS
ARKANSAS STATE DEPT. OF EDUC. ESEA
WYNNE SCHOOL DISTRICT

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

10.605 PARENT CONFERENCES

REPORT NUMBER ED019130

TITLE GROUP WORK WITH PARENTS OF CHILDREN WITH LEARNING DISORDERS.

AUTHOR(S) BARMAN, ALICEROSE S.

SOURCE NORTH SHORE MENTAL HEALTH ASSOCIATION, WINNETKA, ILL.

NOTE 17P.

ABSTRACT

SINCE THE PARENTS OF CHILDREN WITH LEARNING DISORDERS FELT ISOLATED FROM THEIR CHILDREN, THE PSYCHIATRIST IN CHARGE OF THE NORTH SHORE MENTAL HEALTH ASSOCIATION DECIDED GROUP WORK WITH THESE PARENTS WAS NEEDED. FROM THE EXPERIENCES OF WORKING WITH SEVERAL SUCH GROUPS IT HAS BEEN DECIDED THAT (1) A GROUP SHOULD BE COMPOSED ONLY OF PARENTS WHOSE CHILDREN HAVE BEEN PROFESSIONALLY DIAGNOSED AS HAVING A PERCEPTUAL PROBLEM, (2) THE GROUP SHOULD MEET EVERY OTHER WEEK FOR 8 SESSIONS FOR A PERIOD OF 1-1/2 HOURS, (3) A FEE OF $10 SHOULD BE CHARGED, ALTHOUGH NO ONE WOULD BE DENIED ADMISSION BECAUSE OF INABILITY TO PAY, (4) GROUP SIZE SHOULD BE FROM 10 TO 12, (5) THE CHILDREN REPRESENTED SHOULD RANGE NO MORE THAN 4 YEARS IN GRADE LEVEL, AND (6) A GROUP SHOULD BE COMPOSED OF PARENTS AT THE SAME LEVEL OF KNOWLEDGE OR LACK OF IT CONCERNING PERCEPTUAL HANDICAPPING. THE GOALS OF THESE GROUPS HAVE BEEN (1) TO GIVE FACTUAL KNOWLEDGE ABOUT A KIND OF DIFFICULTY WHICH IS LITTLE UNDERSTOOD, (2) TO PROVIDE A PLACE FOR DISCUSSION OF FEELINGS CONCERNING THE CHILD, AND (3) TO PROVIDE A CLEARINGHOUSE WHERE USEFUL TECHNIQUES OF MANAGEMENT CAN BE SHARED. EVALUATIONS MADE BY MOST OF THE MEMBERS OF THE GROUPS HAVE INDICATED THAT THESE GOALS HAVE BEEN MET WITH SOME DEGREE OF SUCCESS IN ALL AREAS. ALSO, IN SPITE OF THE FACT THAT NO PATTERN OF PERCEPTUAL DIFFICULTY IS LIKE THE NEXT, CERTAIN GUIDEPOSTS TO HELP PARENTS HAVE BEEN FORMED BY THESE GROUPS. INCLUDED ALSO ARE QUOTATIONS TAKEN FROM A PARENT'S EVALUATION SHEET TELLING WHY THE GROUP WAS BENEFICIAL. (CO)

DESCRIPTORS

COUNSELING EFFECTIVENESS
GROUP COUNSELING
GROUP GUIDANCE
PARENT CONFERENCES
PERCEPTUALLY HANDICAPPED
PSYCHIATRISTS
COUNSELING GOALS
GROUP DISCUSSION
MENTAL HEALTH CLINICS
PARENT COUNSELING
PROGRAM GUIDES
PSYCHOLOGISTS

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

10.605 PARENT CONFERENCES

REPORT NUMBER ED018036

TITLE DELAYED SPEECH AND LANGUAGE DEVELOPMENT, PRENTICE-HALL FOUNDATIONS OF SPEECH PATHOLOGY SERIES.

AUTHOR(S) WOOD, NANCY E.

PUB DATE '64

ABSTRACT

WRITTEN FOR SPEECH PATHOLOGY STUDENTS AND PROFESSIONAL WORKERS, THE BOOK BEGINS BY DEFINING LANGUAGE AND SPEECH AND TRACING THE DEVELOPMENT OF SPEECH AND LANGUAGE FROM THE INFANT THROUGH THE 4-YEAR OLD. CAUSAL FACTORS OF DELAYED DEVELOPMENT ARE GIVEN, INCLUDING CENTRAL NERVOUS SYSTEM IMPAIRMENT AND ASSOCIATED BEHAVIORAL CLUES AND LANGUAGE DISORDERS. ADDITIONAL CAUSAL FACTORS CONSIDERED ARE APHASIA, DYSARTHRIA AND DYSPRAXIA, MENTAL RETARDATION, EMOTIONAL DISTURBANCE, HEARING LOSS, AND SPEECH DEPRIVATION AND IMMATURITY. ASPECTS OF EVALUATION OF CHILDREN WITH DELAYED SPEECH AND LANGUAGE DEVELOPMENT DISCUSSED ARE HISTORY-RAKING, OBSERVATION OF BEHAVIOR, SPECIFIC AREAS OF TESTING, MOTOR SKILLS, AUDITORY CAPACITIES, MENTAL ABILITIES, SOCIAL MATURITY, EMOTIONAL STABILITY, AND LANGUAGE DEVELOPMENT. THERAPY FOR SUCH CHILDREN IS DESCRIBED IN TERMS OF GOALS AND OBJECTIVES, FACILITIES, EQUIPMENT, MATERIALS, THERAPEUTIC PROCEDURES AND APPROACH, RECORDS AND PROGRESS REPORTS, PARENT CONFERENCES, DIFFERENCES IN THERAPEUTIC APPROACH, CENTRAL NERVOUS SYSTEM IMPAIRMENT, APHASIA, DYSARTHRIA, MENTAL RETARDATION, HEARING LOSS, EMOTIONAL DISTRUBANCE, AND IMMATURITY. APPEARING THROUGHOUT THE TEXT ARE 141 SUGGESTIONS FOR FURTHER READING ON SPECIFIC TOPICS. A BIBLIOGRAPHY LISTS 163 ITEMS. THIS DOCUMENT WAS PUBLISHED BY PRENTICE-HALL, INC., PUBLISHERS, ENGLEWOOD CLIFFS, NEW JERSEY 07632, AND IS AVAILABLE FOR $4.95. (JD)

DESCRIPTORS

APHASIA
CLINICAL DIAGNOSIS
ETIOLOGY
LANGUAGE
LANGUAGE HANDICAPPED
MENTALLY HANDICAPPED
NEUROLOGICALLY HANDICAPPED
RATING SCALES
SPEECH
SPEECH HANDICAPPED
SPEECH THERAPY
AURALLY HANDICAPPED
EMOTIONALLY DISTURBED
EXCEPTIONAL CHILD EDUCATION
LANGUAGE DEVELOPMENT
LANGUAGE TESTS
NEUROLOGICAL DEFECTS
PARENT CONFERENCES
RETARDED SPEECH DEVELOPMENT
SPEECH EVALUATION
SPEECH TESTS

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

10.605 PARENT CONFERENCES

REPORT NUMBER	ED014327
TITLE	AN EVALUATION OF THE EFFECTS OF A SUMMER HEAD START PROGRAM.
AUTHOR(S)	CHOROST, SHERWOOD B.; AND OTHERS
SOURCE	WAKOFF RESEARCH CENTER, STATEN ISLAND, N.Y.
NOTE	82P.
PUB DATE	JUNE 67

ABSTRACT

THIS PROJECT WAS CONDUCTED TO INVESTIGATE THE EFFECT UPON DISADVANTAGED CHILDREN OF A HEAD START PROGRAM AND THE AFTER-EFFECT OF THAT PROGRAM OF THE SUBJECTS' SUBSEQUENT PERFORMANCE IN KINDERGARTEN AND FIRST GRADE. MEASURES OF APTITUDE AND ACHIEVEMENT WERE TAKEN DURING THE FIRST TWO WEEKS AND LAST TWO WEEKS OF THE EIGHT WEEK HEAD START PROGRAM. DURING THE THIRD MONTH OF THE SUBJECTS' FIRST YEAR OF FORMAL SCHOOL, AT THE COMPLETION OF THAT FIRST YEARS, AND DURING THE FIRST SIX MONTHS OF THEIR SECOND YEAR OF SCHOOL. RESULTS OF TESTING DURING THE HEAD START PROGRAM SHOWED SUBSTANTIAL GAIN IN ALL PERFORMANCE AREAS BETWEEN THE TWO TESTING PERIODS. NO CONTROL GROUP WAS USED. THEREFORE, NO EXPERIMENTALLY BASED CONCLUSION COULD BE MADE AS TO WHETHER THE GAIN WAS DUE TO THE HEAD START EXPERIENCE OR TO A SIMPLE PASSAGE OF TIME AND RESULTING GENERAL DEVELOPMENT. MEASURES OF PERFORMANCE AFTER THE SUBJECTS ENTERED SCHOOL SHOWED NO SIGNIFICANT GAINS BY HEAD START PUPILS OVER NON-HEAD START PUPILS. THE ONLY REAL DISTINCTION WAS IN SCHOOL ATTENDANCE, IN WHICH HEAD START PUPILS DID BETTER. THE FACT THAT THE EXPERIMENTAL SUBJECTS SHOWED HIGH GAINS DURING THE HEAD START PROGRAM BUT FAILED TO EVIDENCE SUCH GAINS IN THE FORMAL SCHOOL SITUATION WAS EXPLAINED IN PART AS DUE TO THE FACT THAT THE CHILDREN WERE EMOTIONALLY UNREADY AT THE BEGINNING OF THE HEAD START PROGRAM TO BE TESTED BY RELATIVE STRANGERS IN UNFAMILIAR SURROUNDINGS. IT IS HYPOTHESIZED, THEREFORE, THAT THE CHILDREN SCORED UNCHARACTERISTICALLY LOW. (WD)

DESCRIPTORS

ACADEMIC ACHIEVEMENT
ATTENDANCE PATTERNS
EARLY CHILDHOOD EDUCATION
LEARNING READINESS
PARENT CONFERENCES
PRESCHOOL PROGRAMS
ACHIEVEMENT GAINS
CULTURALLY DISADVANTAGED
EDUCATIONAL TESTING
MEASUREMENT TECHNIQUES
PARENT REACTION

IDENTIFIERS

AMMONS
BI
GATES READING TEST
NEW YORK
PSI
BENDER GESTALT
DAP
METROPOLITAN READINESS TEST
PROJECT HEADSTART

EDRS PRICE MF-$0.75 HC-$4.20 PLUS POSTAGE

10.605 PARENT CONFERENCES

REPORT NUMBER ED012689

TITLE THE INFLUENCE OF PARENTAL ATTITUDES AND CHILD-PARENT INTERACTION UPON REMEDIAL READING PROGRESS.

AUTHOR(S) DELLA-PIANA, GABRIEL; AND OTHERS

SOURCE UTAH UNIV., SALT LAKE CITY

NOTE 114P.

PUB DATE 66

ABSTRACT

TWO PILOT STUDIES OF THE RELATIONSHIP BETWEEN PARENT CHARACTERISTICS AND THE READING ACHIEVEMENT OF THEIR CHILDREN ARE REPORTED. THE FIRST STUDY COMPARED THE BEHAVIOR OF MOTHERS OF HIGH AND LOW VERBAL GIRLS IN TWO SEMISTRUCTURED INTERACTION SITUATIONS. TEN HIGH VERBAL AND 10 LOW VERBAL GIRLS WERE SELECTED FOR STUDY ON THE BASIS OF SCORES ON THE GATES READING SURVEY AND ON THE LORGE-THORNDIKE INTELLIGENCE TEST. ONE-TAILED T TESTS WERE USED TO ANALYZE THE DATA. MOTHERS OF HIGH VERBAL GIRLS EXHIBITED MORE POSITIVE SCORES ON SOCIAL-EMOTIONAL REACTIONS AND TOTAL WARMTH. THE PURPOSES OF THE SECOND STUDY WERE TO SHOW THE EFFECT OF A PARENT TRAINING PROGRAM ON SILENT AND ORAL READING AND TO CORRELATE MOTHERS' ATTITUDES WITH SILENT AND ORAL READING. SUBJECTS WERE 13 EXPERIMENTAL AND 16 CONTROL STUDENTS IN GRADES 3 TO 6. PUPIL PRE- AND POST-MEASURES WERE THE CALIFORNIA TEST AND THE GILMORE ORAL READING TEST. THE PARENT MEASURE WAS THE PARENTAL ATTITUDE RESEARCH INSTRUMENT. FOURTEEN WEEKLY SESSIONS WERE HELD WITH EXPERIMENTAL PARENTS. MEAN SCORES, DIFFERENCE SCORES, AND T TESTS WERE USED TO ANALYZE THE DATA. THE TREATMENT HAD A GREATER EFFECT ON ORAL THAN ON SILENT READING. POSITIVE ATTITUDES TOWARD CHILD REARING CORRELATED SIGNIFICANTLY WITH SILENT READING COMPREHENSION. A DESCRIPTION OF THE PARENT TRAINING PROGRAM, THREE APPENDIXES, AND A BIBLIOGRAPHY ARE INCLUDED. (BK)

DESCRIPTORS
ELEMENTARY GRADES
PARENT ATTITUDES
PARENT CONFERENCES
PARENT WORKSHOPS
READING RESEARCH
REMEDIAL READING
SILENT READING
ORAL READING
PARENT CHILD RELATIONSHIP
PARENT EDUCATION
READING ACHIEVEMENT
READING SKILLS
RETARDED READERS
VERBAL ABILITY

IDENTIFIERS
PARENTAL ATTITUDE RESEARCH INSTRUM SALT LAKE CITY

EDRS PRICE MF-$0.75 HC-$5.40 PLUS POSTAGE

10.605 PARENT CONFERENCES

REPORT NUMBER ED011788

TITLE THE ASPEN CONTINUOUS PROGRESS PLAN.

AUTHOR(S) MORNINGSTAR, NED

SOURCE COLORADO STATE DEPT. OF EDUCATION, DENVER.

NOTE 33P.

PUB DATE 65

ABSTRACT

THIS REPORT IS A DOCUMENTATION OF THE EFFORTS OF THE STAFF OF THE ASPEN ELEMENTARY SCHOOL, ASPEN, COLORADO, TO INDIVIDUALIZE THE INSTRUCTIONAL PROGRAM IN GARDES K-6. INVOLVED IN THIS WERE APPROXIMATELY 450 STUDENTS AND A STAFF OF 13 TEACHERS. THE INDIVIDUALIZATION OF INSTRUCTION WAS ACCOMPLISHED THROUGH THE MODIFICATION OF THE TEACHING-LEARNING PROCESS AND THE USE OF PROGRAMED MATERIALS. ACTIVITIES WERE CONCENTRATED IN THE AREAS OF MATHEMATICS AND READING AND TO A LESSER EXTENT IN SCIENCE. EACH TEACHER WAS RESPONSIBLE FOR PRESENTING MATERIALS TO SUIT EACH MEMBER OF HER CLASS REGARDLESS OF THE LEVEL AT WHICH THE STUDENT WAS PERFORMING. SUMMARIES ARE PRESENTED OF THE TEACHERS' AND PARENTS' REACTIONS, EVALUATION OF THE PROGRAM, AREAS NEEDING IMPROVEMENT, STUDENT ACHIEVEMENT, AND RECOMMENDATIONS. THE APPENDIXES CONTAIN STUDENT EVALUATION FORMS AND EXAMPLES OF LETTERS TO PARENTS. (JH)

DESCRIPTORS

ACHIEVEMENT TESTS
ELEMENTARY SCHOOLS
EVALUATION METHODS
INDIVIDUAL INSTRUCTION
LEARNING PROCESSES
PARENT CONFERENCES
PROGRAMED INSTRUCTION
READING
SMALL SCHOOLS
CONTINUOUS PROGRESS PLAN
EVALUATION
INDEPENDENT STUDY
INSTRUCTION
METHEMATICS
PARENT TEACHER CONFERENCES
PROGRAMED MATERIALS
SCIENCES
TEACHING METHODS

IDENTIFIERS

ASPEN
S PROJECT
DENVER
COLORADO WESTERN STATES SMALL SCHOOL

EDRS PRICE MV-$0.75 HC-$1.85 PLUS POSTAGE

10.605 PARENT CONFERENCES

REPORT NUMBER ED001763

TITLE GUIDING PARENTS AND MOTIVATING TALENTED STUDENTS WHO LIVE IN LOW-RENT NEIGHBORHOODS

AUTHOR(S) ZWEIBELSON, IRVING

NOTE 9P.

PUB DATE 62

ABSTRACT

THE FIRST OF A SERIES OF THREE PROJECTS WAS DESIGNED TO STUDY THE RESPONSES OF CHILDREN AND THEIR PARENTS IN AN EFFORT TO FORMULATE AN EXPERIMENTAL GUIDANCE PROGRAM, A GROUP OF 111 NINTH-GRADE STUDENTS WHO LIVE IN LOW-RENT DISTRICTS WAS STUDIED. IN ADDITION TO THE ANALYSIS OF THE STUDENTS, SCHOOL RECORDS, APTITUDE TESTS, AND PREFERENCE TESTS, THE PARENTS WERE INTERVIEWED. FINDINGS SUGGEST THAT SHORT-TERM EFFORTS TO HELP PARENTS OF STUDENTS WITH HIGHER APTITUDES MOTIVATE THEIR CHILDREN MIGHT BE EFFECTIVE IF THE PARENTS HAVE A GENERALLY HIGH EDUCATIONAL LEVEL AND IF THE STUDENT HAS HIGH VOCATIONAL ASPIRATIONS, EFFORTS TO GUIDE PARENTS OF STUDENTS WITH BELOW AVERAGE SCORES WOULD REQUIRE LONGER TERM, MORE EXTENSIVE SERVICES. STUDENT PREFERENCE TESTS INDICATED THAT THE GUIDANCE PROGRAMS SHOULD INFLUENCE THE TALENTED YOUNGSTER TO IMPROVE HIS SCHOOL PERFORMANCE. THE SECOND PROJECT WAS A GUIDELINE PROGRAM DESIGNED, IN LIGHT OF INFORMATION OBTAINED IN THE FIRST STUDY, TO HELP PARENTS DEVELOP TALENTS AND ABILITIES OF THEIR NINTH-GRADE CHILDREN. EACH FAMILY RECEIVED ONE TO SIX INDIVIDUAL CONFERENCES AND SIX 2-HOUR GROUP INFORMATION SESSIONS. THE THIRD PROJECT WAS SIMILAR TO THE SECOND WITH THE EXCEPTION THAT IT WAS AIMED AT THE FAMILIES OF SEVENTH-GRADE STUDENTS.

DESCRIPTORS
DISADVANTAGED ENVIRONMENT
EXPERIMENTAL PROGRAMS
GRADE 9
PARENTAL ASPIRATION
APRENT CONFERENCES
RESPONSE MODE
DISADVANTAGED YOUTH
GRADE 7
GUIDANCE PROGRAMS
PARENT ATTITUDES
PARENT INFLUENCE

IDENTIFIERS
NEW ROCHELLE

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

10.606 PROMOTIONS AND RETENTIONS

NO ABSTRACTS REPORTED

10.607 GRADUATION

NO ABSTRACTS REPORTED

10.608 GRADUATION REQUIREMENTS

REPORT NUMBER	ED122461
TITLE	A STUDY OF STATE LEGAL STANDARDS FOR THE PROVISION OF PUBLIC EDUCATION.
SOURCE	LAWYERS' COMMITTEE FOR CIVIL RIGHTS UNDER LAW, WASHINGTON, D.C.
NOTE	92P., THE STATE LEGAL STANDARDS CATEGORIZED IN THIS VOLUME ARE CITED AND DIGESTED IN EA 008 319
PUB DATE	OCT 74

ABSTRACT

THIS REPORT AND ITS APPENDIXES ARE THE PRODUCTS OF A 50-STATE STUDY OF CURRENT LEGAL STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY EDUCATION AND REPRESENT A SUMMARY AND COMPARATIVE ANALYSIS OF THE LAW AS IT EXISTS IN THE STATES TODAY. STATE EDUCATION POLICY-MAKERS--STATE LEGISLATORS AND STAFF OF LEGISLATIVE REFERENCE SERVICES, DEPARTMENT OF EDUCATION PERSONNEL, UNIVERSITY FACULTY MEMBERS, LAWYERS AND JURISTS, MEMBERS OF PRIVATE EDUCATIONAL ORGANIZATIONS--SHOULD FIND THE STUDY USEFUL BOTH IN RE-EXAMINING THE EDUCATION LAWS OF THEIR OWN STATE AND IN DEVELOPING NEW OR ALTERNATIVE METHANISMS FOR PROVIDING HIGH QUALITY PUBLIC EDUCATION. THE BULK OF THE REPORT CONSISTS OF A SERIES OF 20 COMPARATIVE CHARTS AND THE DESCRIPTIVE MATERIALS THAT RELATE TO THEM. THE CHARTS ARE DESIGNED TO PROVIDE A QUICK METHOD FOR COMPARING THE MANNER IN WHICH EACH STATE TREATS A PARTICULAR SUBJECT. THE 20 AREAS COVERED IN THE CHARTS ARE ADMISSION REQUIREMENTS, ADULT EDUCATION, ATTENDANCE ENFORCEMENT AGENT, ATTENDANCE REQUIREMENTS, CURRICULUM, EXTRACURRICULAR ACTIVITIES, GRADE ORGANIZATION, GUIDANCE AND COUNSELING PROGRAMS, HIGH SCHOOL GRADUATION REQUIREMENTS, INDIVIDUAL PUPIL RECORDS, INSERVICE TRAINING, LIBRARIES, PROMOTION REQUIREMENTS, PUPIL LOAD/CLASS SIZE, PUPIL-TEACHER RATIO, PUPIL TRANSPORTATION, SAFETY AND HEALTH REQUIREMENTS, SCHOOL CALENDARS, TEACHER PERSONNEL POLICIES, AND TEXTBOOKS. (AUTHOR/IRT)

DESCRIPTORS
ADMISSION (SCHOOL)
ADULT EDUCATION
CLASS SIZE
COUNSELING PROGRAMS
EDUCATIONAL LEGISLATION
GRADE ORGANIZATION
GUIDANCE PROGRAMS
PERSONNEL POLICY
SCHOOL CALENDARS
SCHOOL SAFETY
STATE STANDARDS
ADMISSION CRITERIA
ATTENDANCE OFFICERS
COCURRICULAR ACTIVITIES
CURRICULUM
ELEMENTARY SECONDARY EDUCATION
GRADUATION REQUIREMENTS
INSERVICE EDUCATION
SCHOOL ATTENDANCE LEGISLATION
SCHOOL LIBRARIES
STATE LEGISLATION
STUDENT PROMOTION

10.608 GRADUATION REQUIREMENTS (CONTINUED)

STUDENT RECORDS
STUDENT TRANSPORTATION
TEXTBOOKS
STUDENT TEACHER RATIO
TEACHERS

EDRS PRICE MF-$0.83 HC-$4.67 PLUS POSTAGE

10.608 GRADUATION REQUIREMENTS

REPORT NUMBER ED109753

TITLE ELEMENTARY-SECONDARY GUIDE FOR OREGON SCHOOLS. PRE-PUBLICATION DRAFT.

SOURCE OREGON STATE DEPT. OF EDUCATION, SALEM.

NOTE 196P.

PUB DATE MAY 75

ABSTRACT

THIS PUBLICATION PROVIDES INFORMTION ABOUT THE EDUCATION PROGRAM REQUIREMENTS OF THE STATE BOARD OF EDUCATION AND THE STATE STATUTES, TOGETHER WITH SUGGESTEDSCHOOL DISTRICT GUIDELINES. ITS THREE MAJOR PURPOSES ARE TO PRESENT THE REVISED MINIMUM STANDARDS FOR PUBLIC SCHOOLS ADOPTED BY THE BOARD IN DECEMBER OF 1974, TO SPECIFY CRITERIA USED TO DETERMINE COMPLIANCE WITH THE STANDARDS, AND TO BRIEFLY DESCRIBE CHARACTERISTICS OF QUALITY IN INSTRUCTIONAL PROGRAMS. WHILE THE NEW STANDARDS CONTINUE TO REFLECT A NEED FOR BENEFICIAL TEACHING AND LEARNING CONDITIONS, FOR THE PURPOSES OF STANDARDIZATION SUCH CONDITIONS ARE LARGELY RELEGATED TO SECONDARY, SUPPORTIVE ROLES. WITH THE EMPHASIS SHIFTED TO EDUCATIONAL MANAGEMENT PROCESSES, THE REVISED STANDARDS MARK A TRANSITIONAL STEP IN ORIENTATION--AWAY FROM MANAGEMENT INPUT AND TOWARD PROCESSES FOCUSED ON STUDENT LEARNING OUTCOMES. (AUTHOR/IRT)

DESCRIPTORS

ACADEMIC ACHIEVEMENT
GRADUATION REQUIREMENTS
PERFORMANCE BASED EDUCATION
STATE DEPARTMENTS OF EDUCATION
ELEMENTARY SECONDARY EDUCATION
INSTRUCTIONAL PROGRAMS
PERFORMANCE CRITERIA
STATE STANDARDS

IDENTIFIERS

INDICATORS OF QUALITY
OREGON

EDRS PRICE MF-$0.76 HC-$9.51 PLUS POSTAGE

10.608 GRADUATION REQUIREMENTS

REPORT NUMBER ED108394

TITLE GRADUATION REQUIREMENTS AS A VEHICLE FOR CHANGE.

AUTHOR(S) OLSON, THOMAS A.

NOTE 9P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (60th, WASHINGTON, D.C., MARCH 31-APRIL 4, 1975); A RELATED DOCUMENT IS EA 007 318.

PUB DATE 1 APR 75

ABSTRACT

THE REVISED OREGON HIGH SCHOOL GRADUATION REQUIREMENTS, ADOPTED IN 1972, ARE AN ATTEMPT TO RESPOND TO ATTACKS ON THE SCHOOLS AND TO CLARIFY THE PURPOSES OF SCHOOLING. THE UNIQUENESS OF THE OREGON APPROACH LIES IN THE MECHANISM FOR BRINGING ABOUT CHANGE IN THE SCHOOLS--A RADICALLY REVISED SET OF REQUIREMENTS FOR HIGH SCHOOL GRADUATION. THE FOCUS OF THE REVISED GRADUATION REQUIREMENTS IS ON IDENTIFICATION AND STUDENT ACHIEVEMENT OF MINIMUM SURVIVAL COMPETENCIES IN THREE BRAOD AREAS: PERSONAL DEVELOPMENT, SOCIAL RESPONSIBILITY, AND CAREER DEVELOPMENT. THE INITIAL FOCUS OF SPECIFYING, DEVELOPING, AND EVALUATING PUPIL COMPETENCIES PROVIDES AN OPPORTUNITY TO CONSIDER THE SUPPORT AND RESOURCE NEEDS OF THE SCHOOLS AS THEY DESIGN AND IMPLEMENT MASTERY LEARNING STRATEGIES. THE COMPETENCY-BASED LEARNING STRATEGIES WILL FOCUS ON THE SPECIFICATION OF COMPETENCIES, THE DESIGN AND IMPLEMENTATION OF CONTINUOUS FEEDBACK EVALUATION SYSTEMS AS STUDENTS MOVE THROUGH THE LEARNING EXPERIENCES, AND THE SUMMATIVE CERTIFICATION OF ACHIEVEMENT OF THE COMPETENCIES. RESEARCH AND DEVELOPMENT RELATED TO THESE ISSUES CAN IMPROVE THE KNOWLEDGE BASE AND PROVIDE DIRECTION TO OTHER STATES AND LOCAL EDUCATION AGENCIES AS THEY SEEK TO BRING ABOUT REFORM THROUGH THE COMPETENCIES APPROACH. (AUTHOR/IRT)

DESCRIPTORS
EDUCATIONAL ALTERNATIVES
EDUCATIONAL OBJECTIVES
EDUCATIONAL RESEARCH
GRADUATION REQUIREMENTS
PERFORMANCE BASED EDUCATION
EDUCATIONAL ASSESSMENT
EDUCATIONAL PLANNING
ELEMENTARY SECONDARY EDUCATION
INSTRUCTIONAL DESIGN
SENIOR HIGH SCHOOLS

IDENTIFIERS
OREGON
SURVIVAL COMPETENCIES

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

10.608 GRADUATION REQUIREMENTS

REPORT NUMBER ED108393

TITLE COPING WITH THE INSTRUCTIONAL DIMENSIONS OF COMPETENCY-BASED GRADUATION REQUIREMENTS

AUTHOR(S) OLSON, THOMAS A.

NOTE 9P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (60th, WASHINGTON, D.C., MARCH 31-APRIL 4, 1975); A RELATED DOCUMENT IS EA 007 319.

PUB DATE 3 APR 75

ABSTRACT

THE OREGON COMPETENCY-BASED GRADUATION REQUIREMENTS--SURVIVAL COMPETENCIES--ARE MOTIVATED NOT SO MUCH BY PUBLIC DEMANDS FOR ACCOUNTABILITY IN THE NORMAL SENSE OF IMPROVED "EFFECIENCY" AS BY THE DESIRE TO BRING ABOUT A GREATER RANGE OF ALTERNATIVE LEARNING SETTINGS AND EXPERIENCES. THERE ARE TWO SETS OF RESEARCH AND DEVELOPMENT QUESTIONS RELATED TO THE INSTRUCTIONAL DIMENSIONS OF THE GRADUATION REQUIREMENTS. ONE SET DEALS WITH TECHNICAL AND PROCESS CONCERNS SUCH AS SETTING GOALS, FINDING ADEQUATE ASSESSMENT AND EVALUATION DEVICES, AND ESTABLISHING IMPROVED PROCEDURES FOR INSTRUCTIONAL DESIGN. THE SECOND SET OF QUESTIONS CENTERS ON POTENTIAL MODIFICATIONS IN INTERACTIONS OF ROLES AND RESPONSIBILITIES AMONG INDIVIDUALS AND INSTITUTIONS AS SCHOOLS PLAN TO MEET THE INSTRUCTIONAL DIMENSIONS OF THE GRADUATION REQUIREMENTS. (AUTHOR/IRT)

DESCRIPTORS
EDUCATIONAL ALTERNATIVES
EDUCATIONAL CHANGE
EDUCATIONAL RESEARCH
GRADUATION REQUIREMENTS
PERFORMANCE BASED EDUCATION
EDUCATIONAL ASSESSMENT
EDUCATIONAL OBJECTIVES
ELEMENTARY SECONDARY EDUCATION
INSTRUCTIONAL DESIGN
SENIOR HIGH SCHOOLS

IDENTIFIERS
OREGON
SURVIVAL COMPETENCIES

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

10.608 GRADUATION REQUIREMENTS

REPORT NUMBER ED105594

TITLE COPING WITH OREGON'S NEW COMPETENCY-BASED GRADUATION REQUIREMENTS--VIEW FROM A PRACTITIONER.

AUTHOR(S) ANDERSON, EARL N.

NOTE 13P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (60TH, WASHINGTON, D.C., MARCH 31-APRIL 4, 1975).

PUB DATE APR 75

ABSTRACT

OREGON'S NEW GRADUATION REQUIREMENTS REPRESENT A BOLD EFFORT TO IMPLEMENT A MANDATED STATEWIDE COMPETENCY-BASED PROGRAM AT THE K-12 PUBLIC SCHOOL LEVEL. ALL THE VARIOUS RAMIFICATIONS OF INSTITUTING A CHANGE OF THIS MAGNITUDE CANNOT BE PREDICTED AT THIS EARLY DATE, BUT ONE MAJOR EFFECT ALREADY EVIDENT IS THAT LOCAL SCHOOL DISTRICTS HAVE BEGUN TO CONDUCT, PERHAPS FOR THE FIRST TIME IN 40 YEARS, A MASSIVE CRITICAL REASSESSMENT OF ALL ASPECTS OF THEIR EDUCATIONAL PROGRAMS. THE MOTIVATING FORCE IN THE REASSESSMENT PROCESS HAS BEEN THE NEED TO DETERMINE PROCEDURES FOR TRANSFORMING THE THEORETICAL CONSTRUCTS SET FORTH IN THE GRADUATION REQUIREMENTS INTO OPERATIONAL PROCEDURES FOR IMPLEMENTATION IN THE LOCAL DISTRICTS. THE MAJOR PURPOSES OF THIS PAPER ARE TO PRESENT BACKGROUND INFORMATION ABOUT THE NEW OREGON GRADUATION REQUIREMENTS, TO IDENTIFY SEVERAL MAJOR PROBLEMS FACED BY OREGON SCHOOL DISTRICTS IN OPERATIONALIZING THE NEW GRADUATION REQUIREMENTS, AND TO DESCRIBE THE ROLE OF THE CONSORTIUM APPROACH IN PROVIDING TECHNICAL ASSISTANCE TO LOCAL SCHOOL DISTRICTS. (AUTHOR)

DESCRIPTORS

ACADEMIC STANDARDS
CONSORTIA
CREDIT COURSES
CURRICULUM DEVELOPMENT
CURRICULUM PLANNING
GRADUATION REQUIREMENTS
PERFORMANCE CRITERIA
STATE DEPARTMENTS OF EDUCATION
STATE STANDARDS
ATTENDANCE
COURSES
CREDITS
CURRICULUM EVALUATION
ELEMENTARY SECONDARY EDUCATION
PERFORMANCE BASED EDUCATION
PERFORMANCE SPECIFICATIONS
STATE LEGISLATION
TEACHING METHODS

IDENTIFIERS

COMPETENCY BASED INSTRUCTION
OREGON

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

10.608 GRADUATION REQUIREMENTS

REPORT NUMBER ED104621

TITLE CURRICULUM MAKE AND TAKE, K-12. REPORT OF A SUMMER INSTITUTE (WILLAMETTE UNIVERSITY, SALEM, OREGON, JUNE 10-14, 1974).

AUTHOR(S) BURCHAM, MILDRED, ED.

SOURCE OREGON STATE BOARD OF EDUCATION, SALEM, OREGON SMALL SCHOOLS PROGRAM.

NOTE 61P.; FOR RELATED DOCUMENT, SEE ED 082 892

PUB DATE 14 JUN 74

ABSTRACT

DESIGNED AS AN ABRIDGED REFERENCE TOOL FOR SMALL RURAL SCHOOL TEACHERS AND ADMINISTRATORS, THIS REPORT ON THE FINAL OREGON SMALL SCHOOLS PROGRAM (OSSP) SUMMER INSTITUTE (A TITLE III ELEMENTARY SECONDARY EDUCATION ACT PROJECT IN OPERATION 1966-1974) IS DIVIDED INTO TWO SECTIONS. THREE MAJOR PRESENTATIONS CONSTITUTE PART 1. THESE INCLUDE: (1) A STUDENT'S EVALUATION OF THE NEEDS OF THE EDUCATIONAL SYSTEM, (2) AN ELEMENTARY CONSULTANT'S COMMENTS ON THE IMPORTANCE OF TEACHER ATTITUDES IN REGARD TO OREGON'S NEW GRADUATION REQUIREMENTS (1974), AND (3) AN ASSISTANT SUPERINTENDENT'S REMARKS ON THE ROLE OF THE TEACHER IN IMPLEMENTATION OF THE NEW GRADUATION REQUIREMENTS. PART 2 CONSISTS OF REPRESENTATIVE CONCURRENT PRESENTATIONS DEALING WITH CONSTRUCTION AND UTILIZATION OF EDUCATIONAL GAMES; INSTRUCTIONAL OBJECTIVES; COMMUNITY INVOLVEMENT (IN THE SMALL SCHOOL); CHILDREN'S SPECIAL PROBLEMS IN THE REGULAR CLASSROOM; A PLAN FOR MEETING OREGON GRADUATION REQUIREMENTS (COMPONENTS OF DISTRICT WIDE INVOLVEMENT); GUIDELINES FOR THE SELECTION OF IDEAS ON GRADUATION REQUIREMENTS (SIMPLIFY, CLARIFY, BEAUTIFY); PRODUCTS OF THE NEW GRADUATION REQUIREMENTS (BENEFITS OF THE PROCESS OF DEVELOPMENT AND PROGRAMMED CHANGE); AND EVALUATION AND PERFORMANCE INDICATORS RELATIVE TO THE NEW GRADUATION REQUIREMENTS. (JC)

DESCRIPTORS

CLASSROOM GAMES
EDUCATIONAL DEVELOPMENT
GRADUATION REQUIREMENTS
REPORTS
SPEECHES
SUMMER INSTITUTES
COMMUNITY INVOLVEMENT
ELEMENTARY SECONDARY EDUCATION
MEASUREMENT TECHNIQUES
SMALL SCHOOLS
STUDENT ATTITUDES
TEACHER ROLE

IDENTIFIERS

OREGON
OREGON SMALL SCHOOLS PROGRAM

EDRS PRICE MF-$0.76 HC-$3.32 PLUS POSTAGE

10.608 GRADUATION REQUIREMENTS

REPORT NUMBER ED104026

TITLE COMPETENCY-BASED EDUCATION IN OREGON: AN OVERVIEW.

AUTHOR(S) HALL, MARY

NOTE 12P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (60TH, WASHINGTON, D.C., MARCH 31-APRIL 4, 1975)

PUB DATE APR 75

ABSTRACT

DURING 1972-74, THREE SEPARATE BUT INTERRELATED STATEWIDE POLICIES WERE ENACTED PROVIDING THE LEGAL BASIS FOR MOVING OREGON PUBLIC SCHOOLS AND THE POSTSECONDARY INSTITUTIONS PREPARING EDUCATIONAL PERSONNEL FOR THESE SCHOOLS TO A COMPETENCY-BASED ORIENTATION. THESE THREE POLICY AREAS DEALT WITH 1) CHANGES IN THE MINIMUM REQUIREMENTS FOR GRADUATION FROM HIGH SCHOOL, 2) CHANGES IN THE STANDARDS ON WHICH PERSONNEL PREPARATION INSTITUTIONS ARE ACCREDITED AND EDUCATIONAL PERSONNEL ARE CERTIFIED, AND 3) CHANGES IN THE MINIMUM SCHOOL STANDARDS USED BY THE STATE TO ACCREDIT ELEMENTARY AND SECONDARY SCHOOLS. A BRIEF REVIEW OF EACH OF THESE POLICY AREAS IS PRESENTED. (AUTHOR)

DESCRIPTORS

ACCREDITATION (INSTITUTIONS)
CREDITS
CURRICULUM DESIGN
CURRICULUM DEVELOPMENT
EDUCATIONAL PLANNING
EDUCATIONAL SPECIFICATIONS
ELEMENTARY SECONDARY EDUCATION
EQUIVALENCY TESTS
GRADUATION REQUIREMENTS
HIGHER EDUCATION
PERFORMANCE BASED EDUCATION
PERFORMANCE CRITERIA
PERFORMANCE SPECIFICATIONS
STATE LEGISLATION
STATE LICENSING BOARDS
STATE PROGRAMS
STATE STANDARDS
TEACHER CERTIFICATION
TEACHER QUALIFICATIONS

IDENTIFIERS

OREGON

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

10.608 GRADUATION REQUIREMENTS

REPORT NUMBER	ED103434
TITLE	SOUTHEAST ALTERNATIVES FREE SCHOOL END OF YEAR REPORT
AUTHOR(S)	REEVES, PATRICIA
SOURCE	MINNEAPOLIS PUBLIC SCHOOLS, MINN. SOUTHEAST ALTERNATIVES PROGRAM
NOTE	76P.; FOR RELATED DOCUMENTS, SEE TM 004 269, 276, 301, AND
PUB DATE	15 JUNE 74

ABSTRACT

AN EVOLVING EDUCATIONAL ALTERNATIVE, THE FREE SCHOOL, HAS UNDERGONE MANY CHANGES SINCE ITS INCEPTION IN 1971, WHICH HAS MADE EVALUATION DIFFICULT. THE END OF THE YEAR REPORT, THEREFORE, IS PRESENTED IN A PRINCIPALLY NARRATIVE FORM UTILIZING CASE HISTORIES AND PERSONAL COMMENTS, ALTHOUGH PERTINENT GRAPHS AND CHARTS ARE INCLUDED. AMONG THE DIFFICULTIES FACING THE SCHOOL WAS THE PROBLEM OF IMPOSING A NECESSARY STRUCTURE ON A FORM WHICH SEEMED TO FUNDAMENTALLY DEMAND MAXIMUM FREEDOM FOR STUDENTS, STAFF, AND COLUNTEERS. STUDENT BEHAVIOR PROBLEMS AND BLACK STUDENT TRANSFER CONTRIBUTES TO THE SCHOOL'S DILEMMA OF HOW TO PROVIDE PRODUCTIVE FREEDOM WITHOUT SACRIFICING EDUCATIONAL AND SOCIAL OBJECTIVES. A GOVERNING BOARD COMPOSED OF STUDENTS, STAFF, AND PARENTS WAS FORMED IN 1973 IN ORDER TO ADDRESS SUCH PROBLEMS. THE BOARD, PERCEIVED EFFECTIVE IN THE FUNCTION OF HIRING AND EVALUATING STAFF, WAS NOT PRODUCTIVE IN OTHER AREAS, ILLUSTRATED BY THE FACT THAT MOST SCHOOL DECISIONS WERE MADE ON A CRISIS BASIS. (BJG)

DESCRIPTORS
ALTERNATIVE SCHOOLS
EDUCATIONAL ACCOUNTABILITY
ELEMENTARY SECONDARY EDUCATION
EVALUATION METHODS
GOVERNING BOARDS
LANGUAGE ARTS
NEGRO STUDENTS
PARENT PARTICIPATION
READING SKILLS
STUDENT NEEDS
BEHAVIOR PROBLEMS
EDUCATIONAL PHILOSOPHY
EVALUATION CRITERIA
EXPERIMENTAL SCHOOLS
GRADUATION REQUIREMENTS
MATHEMATICS CURRICULUM
OPEN EDUCATION
POLITICAL SOCIALIZATION
STUDENT CHARACTERISTICS
VOLUNTEERS

IDENTIFIERS
FREE SCHOOLS
SOUTHEAST ALTERNATIVES
MINNEAPOLIS PUBLIC SCHOOLS

EDRS PRICE MF-$0.76 HC-$4.43 PLUS POSTAGE

10.608 GRADUATION REQUIREMENTS

REPORT NUMBER ED102657

TITLE AUTHORIZED INSTRUCTIONAL COURSES. CURRICULUM BULLETIN 1.

SOURCE DADE COUNTY PUBLIC SCHOOLS, MIAMI, FLA.

NOTE 862P.; A RELATED DOCUMENT IS ED 065 735

PUB DATE JAN 75

ABSTRACT

THE FLORIDA STATUTES DEALING WITH THE OPERATION OF SCHOOLS REQUIRE EACH DISTRICT SCHOOL BOARD TO ADOPT COURSES OF STUDY FOR USE IN THE DISTRICT'S SCHOOLS. CURRICULUM BULLETIN I PRESENTS THE AUTHORIZED COURSES OF STUDY FOR THE DADE COUNTY PUBLIC SCHOOLS. IN ADDITION TO SPECIFIC AUTHORIZED COURSES OF STUDY, THIS BULLETIN INCLUDES A RATIONALE FOR THE ELEMENTARY CURRICULUM, THE REQUIRED COURSES OF STUDY FOR GARDES 7-9, AND THE REQUIREMENTS FOR HIGH SCHOOL GRADUATION. THE BULLETIN IS PRESENTED IN LOOSELEAF FORMAT TO FACILITATE CONTINUOUS REVISION, EXPANSION, AND UPDATING. THE COURSES ARE ORGANIZED UNDER SUBJECT HEADINGS THAT LIST THE COURSES AND SUGGEST SEQUENCING. EACH COURSE OFFERING IS IDENTIFIED BY A TITLE, A NUMBER, AND SEVERAL STATEMENTS THAT PRESENT THE COURSE'S OVERVIEW, OBJECTIVES, CONTENT, AND SELECTION CONSIDERATIONS. (AUTHOR/MLF)

DESCRIPTORS
COURSE CONTENT
COURSE OBJECTIVES
CURRICULUM GUIDES
GRADUATION REQUIREMENTS
COURSE DESCRIPTIONS
CURRICULUM
ELEMENTARY SECONDARY EDUCATION
STATE LEGISLATION

IDENTIFIERS
QUINMESTER PROGRAM

EDRS PRICE MF-$1.39 HC-$43.80 PLUS POSTAGE

10.608 GRADUATION REQUIREMENTS

REPORT NUMBER ED098720

TITLE ALTERNATIVE SCHOOLS: A PRACTICAL MANUAL. REVISED.

AUTHOR(S) ASCHEIM, SKIP; AND OTHERS

SOURCE HARVARD UNIV., CAMBRIDGE, MASS. CENTER FOR LAW AND EDUCATION.

NOTE 121P.

PUB DATE DEC 73

ABSTRACT

THIS MANUAL IS A PRACTICAL GUIDE BASED ON SCHOOL EXPERIENCES AND LEGAL REQUIREMENTS IN MASSACHUSETTS. IT IS INTENDED TO HELP ALTERNATIVE SCHOOLS GET OFF THE GROUND AND TO STAY OUT OF TROUBLE WITH STATE AND LOCAL AUTHORITIES. SOME BRIEF SKETCHES OF FOUR ALTERNATIVE SCHOOLS ARE PRESENTED TO INDICATE ALTERNATIVES THAT ALREADY EXIST. SECTIONS SUMMARIZE STATE LAW ON SPECIFIC SUBJECTS, SCHOOL COMMITTEE AND BOARD OF EDUCATION PRACTICES, AND SOME OF THE EXPERIENCES OF EXISTING ALTERNATIVE SCHOOLS. A SECTION ON THE ECONOMICS OF ALTERNATIVE SCHOOLS DISCUSSES PRIVATE ASSITANCE, STATE AID, FEDERAL AID, INFORMATION ON QUALIFYING FOR GARNTS, AND PERSONS TO CONTACT. SECTIONS OF BOOKKEEPING, INFORPORATION, AND TAXATION DISCUSS PROCEDURES TO BE FOLLOWED TO RETAIN TAX-EXAMPT STATUS, PREVENT QUESTIONING OF THE VALIDITY OF THE CORPORATION, AND PROTECT AGAINST CHARGES OF MISUSE OF FUNDS. THE FINAL SECTIONS CONTAIN DIRECTORIES OF ALTERNATIVE SCHOOLS IN MASSACHUSETTS, SOURCE OF HELP, AND SAMPLE FORMS. (AUTHOR/MLF)

DESCRIPTORS
ACCREDITATION (INSTITUTIONS)
ATTENDANCE
CERTIFICATION
EDUCATIONAL ECNOMICS
ELEMENTARY SECONDARY EDUCATION
GRADUATION REQUIREMENTS
SAFETY
SCHOOL BUSES
STATE AID
TEACHER QUALIFICATIONS
ALTERNATIVE SCHOOLS
BOOKKEEPING
DIRECTORIES
EDUCATIONAL INNOVATION
FEDERAL AID
INSURANCE PROGRAMS
SCHOOL BUILDINGS
STANDARDS
STATE STANDARDS

IDENTIFIERS
MASSACHUSETTS

AVAILABILITY CENTER FOR LAW AND EDUCATION, LARSEN AHLL, 14 APPIAN WAY,
CAMBRIDGE, MASSACHUSETTS 02138 ($3.50)

EDRS PRICE MF-$0.76 HC-$5.70 PLUS POSTAGE

10.609 STUDENT INSURANCE PROGRAMS

REPORT NUMBER	ED116280
TITLE	SCHOOL BOARD MEMBER LIABILITY, WHO IS LIABLE? WHO IS NOT LIABLE? WHAT CAN BE DONE ABOUT IT?
AUTHOR(S)	GRAHAM, RUSSELL R.
SOURCE	TEXAS ASSOCIATION OF SCHOOL BOARDS, AUSTIN.
NOTE	21P.
PUB DATE	75

ABSTRACT

THIS BOOKLET EXAMINES THE LIABILITY OF SCHOOL BOARD MEMBERS IN LIGHT OF THE UNITED STATES SUPREME COURT RULING IN WOOD V. STRICKLAND AND THE PROVISIONS OF TITLE VII OF THE 1964 CIVIL RIGHTS ACT. IT WAS PREPARED SPECIFICALLY TO INFORM TEXAS SCHOOL BOARD MEMBERS OF THEIR LEGAL RIGHTS AND RESPONSIBILITIES; HOWEVER, SINCE TEXAS GOVERNMENT OFFICIALS ARE LIABLE ONLY UNDER PROVISIONS OF FEDERAL LAW, MOST OF THE DISCUSSION WILL BE USEFUL TO SCHOOL OFFICIALS IN OTHER STATES AS WELL. DIFFERENT SECTIONS OF THE BOOKLET EXAMINE THE POTENTIAL LIABILITY OF BOARD MEMBERS, SUGGEST HOW A SCHOOL BOARD SHOULD OPERATE TO AVOID LIABILITY PROBLEMS, DISCUSS POSSIBLE STEPS A SCHOOL DISTRICT CAN TAKE TO PROTECT ITS BOARD MEMBERS FROM PERSONAL FINANCIAL LOSS, AND CONSIDER THE PROS AND CONS OF PURCHASING LIABILITY INSURANCE COVERAGE FOR SCHOOL BOARD MEMBERS. (JG)

DESCRIPTORS

ADMINISTRATOR GUIDES
BOARDS OF EDUCATION
COURT CASES
FEDERAL LEGISLATION
LEGAL PROBLEMS
SCHOOL LAW
BOARD OF EDUCATION ROLE
CIVIL LIBERTIES
ELEMENTARY SECONDARY EDUCATION
INSURANCE PROGRAMS
LEGAL RESPONSIBILITY
STUDENT RIGHTS

IDENTIFIERS

TEXAS
WOOD V. STRICKLAND
TORT LIABILITY

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

10.609 STUDENT INSURANCE PROGRAMS

REPORT NUMBER ED105582

TITLE SCHOOL INSURANCE: A HANDBOOK FOR SCHOOL BOARD MEMBERS, SCHOOL ADMINISTRATORS, AND OTHER OFFICIALS INVOLVED WITH EDUCATION.

AUTHOR(S) ROGERS, E. LLOYD, ED.

SOURCE NEW YORK STATE SCHOOL BOARDS ASSOCIATION, ALBANY.

NOTE 122P.

PUB DATE MAR 74

ABSTRACT

THIS IS THE LATEST EDITION OF A HANDBOOK INTENDED TO GUIDE SCHOOL BOARD MEMBERS AND OTHER SCHOOL OFFICIALS IN DEVELOPING AN APPROPRIATE INSURANCE PROGRAM FOR THEIR LOCAL SCHOOL DISTRICT. ALTHOUGH THE BOOKLET EMPHASIZES THE PARTICULAR LEGAL REQUIREMENTS AND REGULATIONS FACING SCHOOL OFFICIALS IN NEW YORK, MUCH OF ITS CONTENT IS EQUALLY RELEVANT FOR OTHER STATES AS WELL. SEPARATE CHAPTERS ARE DEVOTED TO A VARIETY OF INSURANCE-RELATED TOPICS, INCLUDING: POWERS AND RESPONSIBILITIES OF THE SCHOOL BOARD; DESIGNING A GOOD INSURANCE PROGRAM; INSURANCE AGENTS, BROKERS, AND CONSULTANTS; INSURABLE SCHOOL HAZARDS; FIRE INSURANCE AND ALLIED PERILS; FLOATER COVERAGES; BURGLARY, ROBBERY, AND THEFT INSURANCE; BOILER AND MACHINERY INSURANCE; STUDENT ACCIDENT INSURANCE; WORKMEN'S COMPENSATION AND EMPLOYERS' LIABILITY; GROUP INSURANCE FOR SCHOOL EMPLOYEES; INSURANCE CARRIERS; FIDELITY AND SURETY BONDS; GENERAL LIABILITY INSURANCE; TRANSPORTATION INSURANCE; AND LOSS AND CLAIM PROCEDURES. (JG)

DESCRIPTORS

ADMINISTRATIVE POLITY
ADMINISTRATOR RESPONSIBILITY
EDUCATIONAL ADMINISTRATION
INSURANCE PROGRAMS
PROGRAM PLANNING
SCHOOL DISTRICTS
ADMINISTRATOR GUIDES
BOARD OF EDUCATION ROLE
ELMENTARY SECONDARY EDUCATION
LEGAL RESPONSIBILITY
RISK
SCHOOL LAW

IDENTIFIERS
NEW YORK

AVAILABILITY NEW YORK STATE SCHOOL BOARDS ASSOCIATION, INC., 111 WASHINGTON AVENUE, ALBANY, NEW YORK 12210 ($5.00, PAYMENT MUST ACCOMPANY ORDER)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

10.609 STUDENT INSURANCE PROGRAMS

REPORT NUMBER	ED104012
TITLE	1974 STATE EDUCATION LEGISLATION AND ACTIVITY: GENERAL GOVERNANCE AND ADMINISTRATION. A SURVEY OF THE STATES. RESEARCH BRIEF, VOL. 3, NO. 5.
AUTHOR(S)	HAYAS, DENISE KALE; ROSS, DORIS M.
SOURCE	EDUCATION COMMISSION OF THE STATES, DENVER, COLO. DEPT. OF RESEARCH AND INFORMATION SERVICES.
NOTE	144P.; A RELATED DOCUMENT IS ED 089 473; NOT AVAILABLE IN HARD COPY DUR TO UNDERSIZED PRINT.
PUB DATE	MAR 75

ABSTRACT

THIS REPORT, FIFTH IN A SERIES, IS A COLLECTION OF INFORMATION ON 1974 STATE EDUCATION LEGISLATION AND ACTIVITY. THE RAW DATA INFORMATION, RAPIDLY PROCESSED FOR EARLY RELEASE, INCLUDES 700 LEGISLATIVE ITEMS RELATED TO GENERAL GOVERNANCE AND ADMINISTRATION OF ELEMENTARY AND SECONDARY SCHOOLS. THE LEGISLATION FROM ALL 50 STATES REPORTED HAS BEEN ORGANIZED INTO THE GENERAL CATEGORIES OF ACCOUNTABILITY, STATE ORGANIZATION AND POLICY, SCHOOL DISTRICT ORGANIZATION AND POLICY, AND PERSONNEL FROM CHIEF STATE SCHOOL OFFICER TO THE CLASSROOM AIDE. A LIST OF STATE EDUCATION AGENCIES AND THE SURVEY INSTRUMENT IS APPENDED. (AUTHOR/DW)

DESCRIPTORS

- ACCOUNTABILITY
  - CERTIFICATION
  - CONFIDENTIALITY
  - EDUCATIONAL LEGISLATION
  - EMPLOYMENT
  - GOVERNANCE
  - MEETINGS
  - POLICY
  - STATE LEGISLATION
  - TESTING
- ACCREDITATION (INSTITUTIONS)
- COLLECTIVE BARGAINING
- EDUCATIONAL ADMINISTRATION
- ELEMENTARY SECONDARY EDUCATION
- ETHICS
- INSURANCE PROGRAMS
- PERSONNEL
- STANDARDS
- SURVEYS

AVAILABILITY	EDUCATION COMMISSION OF THE STATES, 300 LINCOLN TOWER, 1860 LINCOLN STREET, DENVER, COLORADO 80203 ($3.50)
EDRS PRICE	MF-$0.76 HC NOT AVAILABLE FROM EDRS..PLUS POSTAGE

10.610 STUDENT HEALTH SERVICE; ALSO JR 10.636

REPORT NUMBER EJ095530

TITLE A NEW APPROACH TO SCHOOL HEALTH RECORDS

AUTHOR(S) BOONE, SHIRLEY F.

PUB DATE MAR 74

DESCRIPTORS

STUDENT RECORDS	HEALTH
CASE RECORDS	CONFIDENTIAL RECORDS

CITATION JOURNAL OF SCHOOL HEALTH; 44; 3; 156-8

10.610 STUDENT HEALTH SERVICE

REPORT NUMBER ED121528

TITLE EVALUATION OF MIGRANT EDUCATION. TITLE I-M PROGRAMS IN THE STATE OF OREGON, SEPTEMBER 1974-AUGUST 1975.

AUTHOR(S) GARZA, J. J.

SOURCE OREGON STATE DEPT. OF EDUCATION, SALEM. COMPENSATORY EDUCATION SECTION.

NOTE 347P.; FOR RELATED DOCUMENTS, SEE ED 077 628 AND ED 088 624

PUB DATE FEB 76

ABSTRACT

DURING 1974-75, OREGON'S MIGRANT PROGRAM EMPHASIZED THE DEVELOPMENT OF REGULAR SCHOOL YEAR PROJECTS. NINE REGULAR YEAR PROJECTS PROVIDED DIVERSIFIED EDUCATIONAL, HEALTH, NUTRITIONAL, AND SOCIAL SERVICES TO 3,693 STUDENTS IN KINDERGARTEN THROUGH HIGH SCHOOL. SEVEN SUMMER PROJECTS, DESIGNED PRIMARILY FOR CHILDREN AGES 5-14, WERE DIRECTED TOWARD IMPROVING READING AND COMMUNICATION SKILLS, DIVERSIFIED SCHOOL AND FIELD TRIP EXPERIENCES, AND HEALTH AND NUTRITIONAL SERVICES. THESE SUMMER PROJECTS SERVICED 1,592 STUDENTS. THE MIGRANT EDUCATION SERVICE CENTER (MESC) PROVIDED PROJECT SCHOOLS WITH CONCISE AND EXTENSIVE PRE- AND IN-SERVICE PROGRAMS, IMPLEMENTED THE MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS), PROVIDED SERVICES IN THE MULTIMEDIA AREA, AND FUNCTIONED AS A LIAISON WITH OTHER AGENCIES PROVIDING SERVICES TO MIGRANT CHILDREN. TO PROVIDE THESE SERVICES, MESC DEVELOPED SEVEN MAJOR COMPONENTS--CULTURAL AWARENESS, CAREER LADDER, EARLY CHILDHOOD EDUCATION, BILINGUAL/BICULTURAL EDUCATION, MONITORING AND EVALUATION, MSRTS, AND MULTIMEDIA. THIS EVALUATION REPORT PRESENTS INFORMATION SUBMITTED BY THE PROJECT SCHOOLS. GATHERED DURING THE PROJECT PERIOD, THE INFORMATION CONSISTS OF TEST DATA, MONITOR AND EVALUATOR OBSERVATIONS, SKILL DEVELOPMENT RECORDS, AND SUPPORT SERVICES STATISTICAL DATA THAT PROVIDE EVIDENCE OF PROGRAM EFFECTIVENESS IN ACHIEVING ITS OBJECTIVES. (NQ)

DESCRIPTORS
ACADEMIC ACHIEVEMENT
BILINGUAL EDUCATION
ELEMENTARY SECONDARY EDUCATION
MIGRANT CHILD EDUCATION
PROGRAM EVALUATION
SUMMER PROGRAMS
ANCILLARY SERVICES
CULTURAL AWARENESS
HEALTH SERVICES
PROGRAM DESCRIPTIONS
STATE PROGRAMS
TABLES (DATA)

IDENTIFIERS
OREGON

EDRS PRICE MF-$0.83 HC-$18.07 PLUS POSTAGE

10.610 STUDENT HEALTH SERVICE

REPORT NUMBER	ED118298
TITLE	MIGRANT PROGRAMS IN WISCONSIN AND OHIO.
AUTHOR(S)	BEGA, JAIME I., ED.; AND OTHERS
SOURCE	NATIONAL MIGRANT INFORMATION CLEARINGHOUSE, AUSTIN, TEX. JUAREZ-LINCOLN CENTER.
NOTE	214P.; FOR RELATED DOCUMENTS, SEE ED 076 295, ED 081 519-520, ED 089 923; ED 100 549-551
PUB DATE	MAY 74

ABSTRACT

COMPILED FOR USE BY AGENCIES WORKING WITH MIGRANT AND SEASONAL FARMWORKERS, THIS DIRECTORY LISTS PROGRAMS AND SERVICES AVAILABLE TO THESE FARMWORKERS DURING THEIR STAY IN OHIO AND WISCONSIN. DATA WERE OBTAINED FROM FEDERAL, STATE, AND LOCAL AGENCIES IN EACH STATE. SPECIAL EMPHASIS WAS PLACED ON INFORMATION AND DATA CURRENT AS OF SUMMER 1973. INFORMATION GIVEN FOR EACH COUNTY IN THE STATE PERTAINS TO: (1) PROGRAMS, (2) AGENCIES WHICH MAY ASSIST MIGRANTS, (3) CROPS AND WORK PERIODS, (4) MIGRANT POPULATION AND WAGES, AND (5) LABOR CAMPS. PROGRAMS LISTED PROVIDE EDUCATIONAL, HEALTH, LEGAL, AND JOB PLACEMENT SERVICES TO MIGRANT WORKERS. SOME OF THE LISTINGS OF ORGANIZATIONS, PROGRAMS, OR AGENCIES MAY CONTAIN SOME OBSOLETE INFORMATION DUE TO THEIR: INSTABILITY, BEING SUBJECT TO CHANGE AS NEW NEEDS, PRIORITIES, AND OBJECTIVES APPEAR; OR AS OPERATING FUNDS EXPIRE. A SYMOPSIS OF OHIO AND FEDERAL LAWS RELEVANT TO MIGRANT AND SEASONAL FARMWORKERS IS INCLUDED. AN ANNOTATED BIBLIOGRAPHY OF NATIONAL MIGRANT INFORMATION CLEARINGHOUSE PUBLICATIONS IS APPENDED. (NQ)

DESCRIPTORS

AGRICULTURAL LABORERS
EDUCATIONAL PROGRAMS
HEALTH SERVICES
INFORMATION SOURCES
LEGISLATION
MIGRANT WORKERS
PROGRAM DESCRIPTIONS
WAGES
DIRECTORIES
ELEMENTARY SECONDARY EDUCATION
HUMAN SERVICES
LABOR CAMPS
MIGRANT EDUCSTION
MIGRATION PATTERNS
SEASONAL LABORERS

IDENTIFIERS

OHIO
WISCONSIN

AVAILABILITY	NATIONAL FARMWORKERS INFORMATION CLEARINGHOUSE, 715 EAST 1ST ST., AUSTIN, TEXAS ($2.50 PLUS POSTAGE AND TAX)
EDRS PRICE	MF-$0.83 HC-$11.37 PLUS POSTAGE

1573

10.610 STUDENT HEALTH SERVICE

REPORT NUMBER ED115417

TITLE MIGRANT PROGRAMS IN ALABAMA, ARKANSAS, ILLINOIS, INDIANA, MISSISSIPPI, AND OKLAHOMA.

AUTHOR(S) BEGA, JAIME I., ED.; AND OTHERS

SOURCE NATIONAL MIGRANT CLEARINGHOUSE, AUSTIN, TEX. JUAREZ-LINCOLN CENTER.

NOTE 273P.; FOR RELATED DOCUMENTS, SEE ED 076 295, 081 519-520, 089 923, AND 100 549-551.

PUB DATE AUG 74

ABSTRACT

PART OF THE "COMPREHENSIVE NATIONAL SURVEY OF MIGRANT PROGRAMS" SERIES, THIS DIRECTORY WAS PREPARED FOR USE BY AGENCIES WORKING WITH MIGRANT AND SEASONAL FRAMEWORKERS IN THE MIDWESTERN STATES OF ALABAMA, ARKANSAS, ILLINOIS, INDIANA, LOUISIANA, MISSISSIPPI, AND OKLAHOMA. PROGRAMS, SERVICES, AND RESOURCES PROVIDING EDUCATIONAL, HEALTH, LEGAL, AND JOB PLACEMENT SERVICES TO MIGRANT FARMWORKERS DURING THEIR STAY IN THESE STATES ARE LISTED. DATA WERE OBTAINED FROM FEDERAL, STATE, AND LOCAL AGENCIES IN THE VARIOUS STATES, SPECIAL EMPHASIS WAS PLACED ON INFORMATION AND DATA CURRENT AS OF SUMMER 1973. INFORMATION GIVEN FOR EACH STATE PERTAINS TO: (1) PROGRAMS, (2) CROPS AND WORK PERIODS, (3) MIGRANT POPULATION AND WAGES BY COUNTY, (4) LABOR CAMPUS, AND (5) SUPPLEMENTARY DATA, I.E., INFORMATION SOURCES AND GRAPHIC DATA. THE LISTINGS OF ORGANIZATIONS, PROGRAMS, OR AGENCIES MAY CONTAIN SOME OBSOLETE INFORMATION DUE TO THEIR: INSTABILITY; BEING SUBJECT TO CHANGE AS NEW NEEDS, PRIORITIES, AND OBJECTIVES APPEAR; OR AS OPERATING FUNDS EXPIRE. AN ANNOTATED BIBLIOGRAPHY OF NATIONAL MIGRANT INFORMATION CLEARINGHOUSE PUBLICATIONS IS APPENDED. (NQ)

DESCRIPTORS

AGRICULTURAL LABORERS
EDUCATIONAL PROGRAMS
EMPLOYMENT SERVICES
HUMAN SERVICES
MIGRANT EDUCATION
ORGANIZATIONS (GROUPS)
SEASONAL LABORERS
DIRECTORIES
ELEMENTARY SECONDARY EDUCATION
HEALTH SERVICES
LABOR CAMPS
MIGRANT WORKERS
PROGRAM DESCRIPTIONS
WAGES

IDENTIFIERS

UNITED STATES (MIDWEST)

AVAILABILITY JUAREZ-LINCOLN CENTER, NATIONAL MIGRANT INFORMATION CLEARINGHOUSE, 3001 S. CONGRESS, AUSTIN, TEXAS 78704

EDRS PRICE MF-$0.76 HC-$13.32 PLUS POSTAGE

10.610 STUDENT HEALTH SERVICE

REPORT NUMBER ED106911

TITLE EXPENDITURES AND REVENUES FOR PUBLIC ELEMENTARY AND SECONDARY EDUCATION, 1972-73.

AUTHOR(S) BARR, RICHARD H.

SOURCE NATIONAL CENTER FOR EDUCATIONAL STATISTICS (DHEW/OE), WASHINGTON, D.C. ELEMENTARY AND SECONDARY SURVEYS BRANCH.

NOTE 30P.; A RELATED DOCUMENT IS ED 074 614; NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT.

PUB DATE 75

ABSTRACT

COMPILED FROM ANNUAL REPORTS SUBMITTED BY THE STATES, DATA ON THE TOTAL CURRENT EXPENDITURES (INCLUDING EXPENDITURES AS DEFINED BY P.L. 81-874 AND P.L. 89-10) FOR ELEMENTARY AND SECONDARY PUBLIC EDUCATION IN THE UNITED STATES FOR 1972-73 IS REPORTED. AVERAGE DAILY ATTENDANCE (ADA) DECLINED FROM 42.5 MILLION TO 42.2 MILLION, OR ABOUT .7 PERCENT. TOTAL CURRENT EXPENDITURES AMOUNTED TO $46.2 BILLION, AVERAGING $1,096 PER PUPIL IN ADA. FEDERAL SOURCES ACCOUNTED FOR $4.0 BILLION, OR 8.8 PERCENT OF THE TOTAL EXPENDITURES. STATE PER-PUPIL EXPENDITURE RANGED FROM $595 (LOWEST) TO $1,689 (HIGHEST). COMPARING PERCENTAGE-BY-EXPENDITURE CATEGORY WITH 1964-65 DATA, THE EMPHASIS CHANGES WITH LESS SPENT ON INSTRUCTION AND RELATED PUPIL SERVICES, WHILE MORE IS SPENT NOW ON ADMINISTRATION AND FIXED CHARGES. TABLES PRESENT COMPLETE EXPENDITURE AND REVENUE DATA FOR ALL STATES AND AGGREGATE DATA FOR THE UNITED STATES. (AUTHOR/DW)

DESCRIPTORS

ATTENDANCE SERVICES
BUILDING OPERATION
EDUCATIONAL FINANCE
EXPENDITURE PER STUDENT
FEDERAL AID
INCOME
SCHOOL FUNDS
STATE AID
STUDENT TRANSPORTATION
AVERAGE DAILY ATTENDANCE
COSTS
ELEMENTARY SECONDARY EDUCATION
EXPENDITURES
HEALTH SERVICES
PUBLIC SCHOOLS
SCHOOL MAINTENANCE
STATISTICAL DATA
TABLES (DATA)

AVAILABILITY SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 ($0.60)

EDRS PRICE MF-$0.76 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

10.610 STUDENT HEALTH SERVICE

REPORT NUMBER ED100551

TITLE MIGRANT PROGRAMS IN THE SOUTHWESTERN STATES--ARIZONA, COLORADO, KANSAS, NEVADA, NEW MEXICO, AND UTAH.

SOURCE NATIONAL MIGRANT INFORMATION CLEARINGHOUSE, AUSTIN, TEX. JUAREZ-LINCOLN CENTER

NOTE 191P.

PUB DATE NOV 74

ABSTRACT

PART OF THE "COMPREHENSIVE NATIONAL SURVEY OF MIGRANT PROGRAMS" SERIES, THIS DIRECTORY WAS PREPARED FOR USE BY AGENCIES WORKING WITH MIGRANT AND SEASONAL FARMWORKERS IN THE SOUTHWESTERN STATES OF ARIZONA, COLORADO, KANSAS, NEVADA, NEW MEXICO, AND UTAH. THE DIRECTORY LISTS PROGRAMS, SERVICES, AND RESOURCES AVAILABLE TO MIGRANTS IN THESE STATES. SPECIAL EMPHASIS WAS PLACED ON INFORMATION AND DATA CURRENT AS OF SUMMER 1974, OBTAINED FROM FEDERAL, STATE, AND LOCAL AGENICES IN THE VARIOUS STATES. INFORMATION IS GIVEN FOR EACH STATE ON: (1) PROGRAMS; (2) CROPS AND WORK PERIODS; (3) MIGRANT POPULATION AND WAGES BY COUNTY; (4) LABOR CAMPS; AND (5) SUPPLEMENTARY DATA SUCH AS INFORMATION SOURCES AND EXHIBITS WHICH DEPICT COUNTY DISTRIBUTION AND STATE RELATION TO THE NATIONAL MIGRATORY PATTERNS. THE PROGRAMS LISTED PROVIDE EDUCATIONAL, HEALTH, LEGAL, AND JOB PLACEMENT SERVICES TO THESE FARMWORKERS. SOME OF THE LISTINGS OF ORGANIZATIONS, PROGRAMS, OR AGENCIES MAY CONTAIN SOME OBSOLETE INFORMATION DUE TO THEIR: INSTABILITY; BEING SUBJECT TO CHANGE AS NEW NEEDS, PRIORITIES, AND OBJECTIVES APPEAR; OR AS OPERATING FUNDS EXPIRE. GIVEN IN THE APPENDIX ARE AN ANNOTATED BIBLIOGRAPHY OF PUBLICATIONS FROM THE NATIONAL MIGRANT INFORMATION CLEARNINGHOUSE, JUAREZ-LINCOLN CENTER AND MAPS OF THE NATIONAL MIGRATORY PATTERNS, THE NAVAJO RESERVATION, RELATIVE TO SURROUNDING STATES, AND A MIGRATORY WORKERS' ROAD MAP. (NQ)

DESCRIPTORS

AGRICULTURAL LABORERS
EDUCATIONAL PROGRAMS
HEALTH SERVICES
INFORMATION SOURCES
MIGRANT EDUCATION
MIGRATION PATTERNS
PROGRAM DESCRIPTIONS
WAGES
DIRECTORIES
ELEMENTARY SECONDARY EDUCATION
HUMAN SERVICES
LABOR CAMPS
MIGRANT WORKERS
ORGANIZATIONS (GROUPS)
SEASONAL LABORERS

IDENTIFIERS

SOUTHWEST

AVAILABILITY JUAREZ-LINCOLN CENTER, NATIONAL MIGRANT INFORMATION CLEARINGHOUSE, 3001 S. CONGRESS, AUSTIN, TEXAS 78704

EDRS PRICE MF-$0.76 HC-$9.51 PLUS POSTAGE

10.610 STUDENT HEALTH SERVICE

REPORT NUMBER	ED100550
TITLE	MIGRANT PROGRAMS IN THE NORTHWESTERN STATES--IDAHO, MONTANA, NEBRASKA, NORTH DAKOTA, SOUTH DAKOTA, OREGON, WASHINGTON, WYOMING.
SOURCE	NATIONAL MIGRANT INFORMATION CLEARINGHOUSE, AUSTIN, TEX. JUAREZ-LINCOLN CENTER.
NOTE	169P.
PUB DATE	NOV 74

ABSTRACT

PART OF THE "COMPREHENSIVE NATIONAL SURVEY OF MIGRANT PROGRAMS" SERIES, THIS DIRECTORY LISTS SERVICES AND RESOURCES AVAILABLE TO MIGRANT AND SEASONAL FARMWORKERS DURING THEIR STAY IN THE NORTHWESTERN STATES OF IDAHO, MONTANA, NEBRASKA, NORTH DAKOTA, SOUTH DAKOTA, OREGON, WASHINGTON, AND WYOMING. PREPARED FOR USE BY AGENCIES WORKING WITH THESE FARMWORKERS, THE DIRECTORY GIVES INFORMATION AND DATA OBTAINED FROM FEDERAL, STATE, AND LOCAL AGENCIES IN THE VARIOUS STATES. SPECIAL EMPHASIS WAS PLACED ON DATA CURRENT AS OF SUMMER 1974. INFORMATION IS GIVEN FOR EACH STATE: (1) PROGRAMS; (2) CROPS AND WORK PERIODS; (3) MIGRANT POPULATION AND WAGES BY COUNTY; (4) LABOR CAMPUS; and (5) SUPPLEMENTARY DATA SUCH AS INFORMATION SOURCES AND EXHIBITS WHICH DEPICT COUNTY DISTRIBUTION AND STATE RELATION TO THE NATIONAL MIGRATORY PATTERNS. PROGRAMS LISTED PROVIDE EDUCATIONAL, HEALTH, LEGAL, AND JOB PLACEMENT SERVICES TO MIGRANT WORKERS. SOME OF THE LISTINGS OF ORGANIZATIONS, PROGRAMS, OR AGENCIES MAY CONTAIN SOME OBSOLETE INFORMATION DUE TO THEIR: INSTABILITY; BEING SUBJECT TO CHANGE AS NEW NEEDS, PRIORITIES, AND OBJECTIVES APPEAR: OR AS OPERATING FUNDS EXPIRE. (NQ)

DESCRIPTORS
- AGRICULTURAL LABORERS
- EDUCATIONAL PROGRAMS
- HEALTH SERVICES
- INFORMATION SOURCES
- MIGRANT EDUCATION
- MIGRATION PATTERNS
- PROGRAM DESCRIPTIONS
- WAGES
- DIRECTORIES
- ELEMENTARY SECONDARY EDUCATION
- HUMAN SERVICES
- LABOR CAMPS
- MIGRANT WORKERS
- ORGANIZATIONS (GROUPS)
- SEASONAL LABORERS

IDENTIFIERS
- NORTHWESTERN STATES

AVAILABILITY	JUAREZ-LINCOLN CENTER, NATIONAL MIGRANT INFORMATION CLEARINGHOUSE, 3001 S. CONGRESS, AUSTIN, TEXAS 78704
EDRS PRICE	MF-$0.76 HC-$8.24 PLUS POSTAGE

10.610 STUDENT HEALTH SERVICE

REPORT NUMBER ED100549

TITLE MIGRANT PROGRAMS IN THE NORTHEASTERN STATES--CONNECTICUT, DELAWARE, MAINE, MASSACHUSETTS, NEW HAMPSHIRE, NEW JERSEY, NEW YORK, PENNSYLVANIA, RHODE ISLAND, VERMONT, (SPECIAL SECTION) THE COMMONWEALTH OF PUERTO RICO.

SOURCE NATIONAL MIGRANT INFORMATION CLEARINGHOUSE, AUSTIN, TEX. JUAREZ-LINCOLN CENTER.

NOTE 233P.

PUB DATE SEP 74

ABSTRACT

PREPARED FOR USE BY AGENCIES WORKING WITH MIGRANT AND SEASONAL FARMWORKERS, THIS DIRECTORY LISTS PROGRAMS, SERVICES AND RESOURCES AVAILABLE TO THESE FARMWORKERS IN THE NORTHEASTERN STATES OF CONNECTICUT, DELAWARE, MAINE, MASSACHUSETTS, NEW HAMPSHIRE, NEW JERSEY, NEW YORK, PENNSYLVANIA, RHODE ISLAND, AND VERMONT. OBTAINED FROM FEDERAL, STATE, AND LOCAL AGENCIES IN THE VARIOUS STATES, SPECIAL EMPHASIS WAS PLACED ON INFORMATION AND DATA CURRENT AS OF SUMMER 1974. INFORMATION IS GIVEN FOR EACH STATE ON: (1) PROGRAMS; (2) CROPS AND WORK PERIODS; (3) MIGRANT POPULATION AND WAGES BY COUNTY; (4) LABOR CAMPS; AND (5) SUPPLEMENTARY INFORMATION SUCH AS INFORMATION SOURCES AND STATE EXHIBITS DEPICTING COUNTY DISTRIBUTION AND STATE RELATION TO THE NATIONAL MIGRATORY PATTERNS. PROGRAMS LISTED PROVIDE BASIC EDUCATIONAL, HEALTH, LEGAL, AND JOB PLACEMENT SERVICES TO FARMWORKERS. SOME OF THE LISTINGS OF ORGANIZATIONS, PROGRAMS OR AGENCIES MAY CONTAIN SOME OBSOLETE INFORMATION DUE TO THEIR: INSTABILITY, BEING SUBJECT TO CHANGE AS NEW NEEDS, PRIORITIES AND OBJECTIVES APPEAR; OR AS OPERATING FUNDS EXPIRE. INFORMATION OBTAINED FROM FEDERALLY FUNDED AGENCIES AND PROGRAMS IN PUERTO RICO DURING FEBRUARY 1974 IS ALSO GIVEN. (NQ)

DESCRIPTORS

AGRICULTURAL LABORERS
EDUCATIONAL PROGRAMS
HEALTH SERVICES
INFORMATION SOURCES
MIGRANT EDUCATION
MIGRATION PATTERNS
PROGRAM DESCRIPTIONS
SEASONAL LABORERS
DIRECTORIES
ELEMENTARY SECONDARY EDUCATION
HUMAN SERVICES
LABOR CAMPS
MIGRANT WORKERS
ORGANIZATIONS (GROUPS)
PUERTO RICANS
WAGES

IDENTIFIERS

NORTHEASTERN STATES

AVAILABILITY JUAREZ-LINCOLN CENTER, NATIONAL MIGRANT INFORMATION CLEARINGHOUSE, 3001 S. CONGRESS, AUSTIN, TEXAS 78704

EDRS PRICE MF-$0.76 HC-$12.05 PLUS POSTAGE

10.610 STUDENT HEALTH SERVICE

REPORT NUMBER ED122221

TITLE THE STATUS OF VISUAL SCREENING IN TODAY'S SCHOOLS.

AUTHOR(S) SCHUBERT, DELWYN G.

NOTE 10P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE INTERNATIONAL READING ASSOCIATION (21ST, ANAHEIM, CALIFORNIA, MAY 1976); NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT.

PUB DATE 76

ABSTRACT

VISION IS SO IMPORTANT TO SCHOLASTIC SUCCESS THAT ALMOST ALL STATES REQUIRE BY LAW SOME KIND OF VISION TESTING OF SCHOOL CHILDREN. THE IDEAL VISUAL SCREENING PROGRAM WOULD INVOLVE THE KIND OF TEST OR TESTS A CLASSROOM TEACHER COULD ADMINISTER AND WOULD BE FAST, THOROUGH, AND ACCURATE. HOWEVER, PRESENT COMMERCIAL VISION SCREENING BATTERIES FAIL TO MEASURE UP TO THESE CRITERIA. THE SNELLEN TEST IS INADEQUATE BECAUSE OF ITS VERY HIGH UNDERREFERAL RATE, WHILE THE MOST POPULAR SCREENING TEST INSTRUMENTS, THE TELEBINOCULAR AND ORTHO-RATER, HAVE BEEN CRITICIZED FOR OVER REFERRING CHILDREN TO VISION SPECIALISTS. UNFORTUNATELY, THE MOST SUPERIOR VISION SCREENING METHOD THAT CAN BE USED IN SCHOOLS--THE MODIFIED CLINICAL TECHNIQUE--PROVES UNFEASIBLE BECAUSE OF THE DIFFICULTY AND COST OF BRINGING A TEAM OF SPECIALISTS TO THE SCHOOL. WHAT IS NEEDED IS A SIMPLE SCREENING TEST THAT WOULD HAVE THE VALIDITY OF THE MODIFIED CLINICAL TECHNIQUE TEST AT A FRACTION OF ITS COST. (JM)

DESCRIPTORS
ELEMENTARY SECONDARY EDUCATION
SCHOOL HEALTH SERVICES
VISION
VISUAL ACUITY
PUPIL PERSONNEL SERVICES
SCHOOL SERVICES
VISION TESTS
VISUAL PERCEPTION

IDENTIFIERS
MCT
MODIFIED CLINICAL TECHNIQUE

EDRS PRICE MF-$0.83 PLUS POSTAGE. HC NOT AVAILABLE FROM EDRS.

10.610 STUDENT HEALTH SERVICE

REPORT NUMBER ED114425

TITLE FINAL EVALUATION REPORT FOR MINNEAPOLIS HEALTH AND NUTRITION PROJECT.

SOURCE GUARDIAN RESOURCE DEVELOPMENT, INC., ST. PAUL, MINN.

NOTE 110P.

PUB DATE 30 JUN 75

ABSTRACT

THE SOCIAL, MENTAL AND PHYSICAL HEALTH OF CHILDREN IN TARGET MINNEASPOLIS SCHOOLS HAS BEEN CAREFULLY STUDIED. THE INTENT OF THIS PROJECT WAS TO DESIGN AND IMPLEMENT A PROGRAM WHICH WOULD IMPROVE HEALTH. THIS REPORT DISCUSSES THE PROGRESS OF THE PROJECT FOR THE FIRST YEAR. THE PROJECT'S ACTIVITIES CENTERED AROUND PLANNING, NEEDS ASSESSMENT AND DEVELOPMENT OF THE HEALTH PROGRAM. THE FORMAT OF THE REPORT IS AS FOLLOWS: (1) STATEMENT OF PROJECT OBJECTIVE, (2) DESCRIPTION OF PROJECT ACTIVITIES TO ACCOMPLISH THE OBJECTIVE, AND (3) EVALUATION FINDINGS AND STATEMENT AS TO ACCOMPLISHMENT OF THE OBJECTIVE. IMPORTANT CONSIDERATIONS WERE THAT BOTH THE PROGRAM AND THE PROCESS OF ITS DEVELOPMENT BE USABLE AND ADOPTABLE BY OTHERS, THAT THE PROGRAM BRING PARENTS, COMMUNITY, AND SCHOOLS TOGETHER AS PARTNERS TO IMPROVE CHILDREN'S HEALTH, AND THAT THE PROGRAM ENABLE STUDENTS TO ACQUIRE THE KNOWLEDGE, SKILLS, AND ATTITUDES NECESSARY FOR LIFE-LONG HEALTH PRACTICES. (AUTHOR/BJG)

DESCRIPTORS
CLINICAL DIAGNOSIS
CURRICULUM DEVELOPMENT
HEALTH EDUCATION
HEALTH PROGRAMS
NUTRITION
PROFESSIONAL PERSONNEL
PROGRAM EVALUATION
RESOURCE MATERIALS
SCHOOL HEALTH SERVICES
STUDENT OPINION
COMMUNITY EDUCATION
ELEMENTARY SECONDARY EDUCATION
HEALTH NEEDS
MENTAL HEALTH
PARENT PARTICIPATION
PROGRAM DEVELOPMENT
PROGRAM PLANNING
SCHOOL COMMUNITY COOPERATION
STUDENT NEEDS
TEACHER ATTITUDES

IDENTIFIERS
MINNEAPOLIS PUBLIC SCHOOLS
MINNESOTA (MINNEAPOLIS)

EDRS PRICE MF-$0.76 HC-$5.70 PLUS POSTAGE

10.610 STUDENT HEALTH SERVICES

REPORT NUMBER ED099354

TITLE HEALTH EDUCATION GUIDE: A DESIGN FOR TEACHING K-12.

AUTHOR(S) BARRETT, MORRIS

NOTE 338P.

PUB DATE AUG 74

ABSTRACT

THIS TEACHING GUIDE TO HEALTH EDUCATION INCLUDES INSTRUCTION UNITS FOR GRADES K-12. SECTION 1 DISCUSSES THE NEED FOR HEALTH EDUCATIONAND INCLUDES A SCOPE AND SEQUENCE CHART FOR EACH OF THE INSTRUCTION UNITS. SECTION 2 CONSISTS OF INSTRUCTION UNITS IN THE AREAS OF PHYSICAL DEVELOPMENT, SOCIAL AND EMOTIONAL DEVELOPMENT, CHEMICALS AND ADDICTION, AND ENVIRONMENT AND HEALTH MAINTENANCE. SECTION 3 DISCUSSES SCHOOL HEALTH SERVICES, WHICH ARE SCHOOL ACTIVITIES DIRECTLY CONCERNED IN HELPING STUDENTS TO ACHIEVE AND MAINTAIN THE HIGHEST POSSIBLE STANDARD OF HEALTH, TO ENABLE THEM TO FUNCTION AT THEIR OPTIMUM LEVEL IN SCHOOL, AND TO CONTRIBUTE TO THEIR UNDERSTANDING AND ASSUMPTION OF RESPONSIBILITY FOR SOUND HEALTH PRACTICES. GOALS AND OBJECTIVES, EDUCATION OBJECTIVES, RELATED TO HEALTH SERVICES, AND THE SCOPE OF HEALTH SERVICES ARE DISCUSSED. SECTION 4 LISTS TEACHING AIDS AND RESOURCES AND INCLUDES THE FOLLOWING: (A) 'DIRECTORY OF FILMS, FILMSTRIPS AND TRANSPARENCIES'; (B) 'DIRECTORY OF SOURCES OF FREE AND INEXPENSIVE MATERIALS (UNITED STATES)'; AND (C) 'DIRECTORY OF SOURCES OF FREE AND INEXPENSIVE MATERIALS (CANADA).' (PD)

DESCRIPTORS
DRUG ADDICTION
EMOTIONAL DEVELOPMENT
HEALTH EDUCATION
RESOURCE MATERIALS
SOCIAL DEVELOPMENT
ELEMENTARY SECONDARY EDUCATION
ENVIRONMENT
PHYSICAL DEVELOPMENT
SCHOOL HEALTH SERVICES
UNITS OF STUDY (SUBJECT FIELDS)

AVAILABILITY LEA AND FEBIGER, WASHINGTON SQUARE, PHILADELPHIA, PENNSYLVANIA 19106 ($12.00)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

JGCC 10.611 IMMUNIZATIONS

JGCG 10.612 COMMUNICABLE DISEASE

REPORT NUMBER	ED102144
TITLE	A STUDY OF HEALTH POLICIES IN PUBLIC SCHOOL ADMINISTRATION.
AUTHOR(S)	LASCH, HENRY A.
NOTE	11P.
PUB DATE	74

ABSTRACT

THIS STUDY WAS UNDERTAKEN TO IDENTIFY, CLASSIFY, AND INTERPRET EXTANT WRITTEN SCHOOL HEALTH POLICIES, FURTHERMORE, IT WAS PLANNED TO ASCERTAIN WHETHER SCHOOLS WERE USING STANDARDIZED FORMS OR SYSTEMATIC PROCEDURES TO FORMULATE SCHOOL HEALTH POLICIES. ADMINISTRATORS IN SCHOOL DISTRICTS REPRESENTING EVERY GEOGRAPHICAL AREA OF THE U.S. WERE ASKED TO SEND ANY WRITTEN MATERIAL AVAILABLE IN ANY AREA OF SCHOOL HEALTH. THE GREATEST NUMBER OF SEPARATE STATEMENTS CONCERNING HEALTH POLICIES AND PROCEDURES WERE IDENTIFIED UNDER THE FOLLOWING CATEGORIES: HEALTH SERVICES, ADMINISTRATIVE RESPONSIBILITIES, FIRST AID AND EMERGENCY CARE, HEALTH OF SCHOOL PERSONNEL, ENVIRONMENTAL HEALTH, AND COMMUNICABLE DISEASE PREVENTION AND CONTROL. A CONSIDERABLY SMALLER NUMBER OF POLICIES WERE IDENTIFIED AND CLASSIFIED UNDER THE AREAS OF PROVISIONS FOR HANDICAPPED PUPILS; SAFETY AND ACCIDENT PREVENTION; QUALIFICATIONS, REQUIREMENTS AND SELECTION OF HEALTH TEACHER; TRANSPORTATION POLICIES; SCHOOL LUNCH PROGRAMS; AND HEALTH INSTRUCTION. THE LACK OF DEFINITE POLICIES AND PROCEDURES IN HEALTH INSTRUCTION WAS CONSIDERED PARTICULARLY APPALLING. HEALTH AND A WRITTEN STATEMENT OF SCHOOL HEALTH POLICIES ARE OF PARAMOUNT IMPORTANCE TO STUDENTS, PARENTS, TEACHERS, AND THE COMMUNITY. (PB)

DESCRIPTORS
COMMUNICABLE DISEASES
FIRST AID
HEALTH EDUCATION
LUNCH PROGRAMS
SCHOOL POLICY
ENVIRONMENT
HANDICAPPED STUDENTS
HEALTH PROGRAMS
SCHOOL HEALTH SERVICES
WRITING

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

JGDA 10.613 STUDENT PSYCHOLOGICAL TESTING

JGFA 10.614 EMERGENCY DRILLS; ALSO CEB 3.404

REPORT NUMBER EJ105269

TITLE DON'T FORGET--FIRE SAFETY

PUB DATE NOV 74

ABSTRACT

ARTICLE CONSIDERED SCHOOL FIRE SAFETY, STUDENT PREPARATION IN CASE OF FIRE, AND THE RESPONSIBILITIES OF THE SCHOOL SUPERINTENDENT IN SETTING GUIDELINES FOR AN EFFECTIVE FIRE SAFETY PROGRAM (RK).

DESCRIPTORS

FIRE PROTECTION
STUDENT EXPERIENCE
PROGRAM DEVELOPMENT
BOARDS OF EDUCATION
SAFETY
SCHOOL SUPERINTENDENTS
SUPERINTENDENT ROLE

CITATION NJEA REVIEW; 48; 3; 26-7.

JGFC 10.615 DISMISSAL PRECAUTIONS

JGFF 10.616 MOTORIZED VEHICLE USE

REPORT NUMBER	ED063658
TITLE	A COMPREHENSIVE SCHOOL SAFETY EDUCATION PROGRAM.
AUTHOR(S)	GILLILAND, LONNIE; GILLILAND, LILLIAN
SOURCE	EDUCATIONAL SERVICE BUREAU, INC., WASHINGTON, D.C. ADMINISTRATIVE LEADERSHIP SERVICE.
NOTE	76P.
PUB DATE	69

ABSTRACT

THIS REPORT DISCUSSES VARIOUS FACETS OF A SCHOOL SAFETY EDUCATION PROGRAM. IT DISCUSSES (1) THE SCOPE OF A SCHOOL SAFETY EDUCATION CURRICULUM, (2) THE METHODS OF INCLUDING SAFETY EDUCATION INSTRUCTION IN A SCHOOL CURRICULUM, (3) SOME STUDENT SAFETY ORGANIZATIONS, (4) THE PROVISION OF A SYSTEMWIDE PROGRAM, AND (5) THE DEVELOPMENT OF SAFETY POLICIES AND PRACTICES. (PHOTOGRAPHS MAY REPRODUCE POORLY.) (JF)

DESCRIPTORS

CURRICULUM
FIRE PROTECTION
MOTOR VEHICLES
SCHOOL POLICY
STUDENT PARTICIPATION
TRAFFIC ACCIDENTS
DRIVER EDUCATION
FIRE SCIENCE EDUCATION
SAFETY EDUCATION
SCHOOL SAFETY
SUPERINTENDENT ROLE
TRAFFIC SAFETY

AVAILABILITY	EDUCATIONAL SERVICE BUREAU, INC., 1835 'K' STREET, N.W., WASHINGTON, D. C. 20006 ($5.95)
EDRS PRICE	MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

JGFF 10.616 MOTORIZED VEHICLE USE

REPORT NUMBER ED064795

TITLE MINIMUM STANDARDS FOR STUDENT CONDUCT AND DISCIPLINE, INCLUDING SUGGESTED GUIDELINES AND MODEL CODES. OREGON ADMINISTRATIVE RULES 21-050--21-085.

AUTHOR(S) PARNELL, DALE

SOURCE OREGON STATE BOARD OF EDUCATION, SALEM.

NOTE 16P.; STANDARDS ADOPTED BY THE OREGON STATE BOARD OF EDUCATION MAY 12, 1972.

PUB DATE 12 MAY 72

ABSTRACT

THE GUIDELINES AND CODES IN THIS BOOKLET WERE WRITTEN TO ASSIST TEACHERS AND ADMINISTRATORS STRENGTHEN THEIR POSITIONS IN TIMES OF LEGAL AND SOCIAL CONFUSION AND IN THE FACE OF CHALLENGES TO ADMINISTRATIVE AND STAFF AUTHORITY. MODEL CODES ARE PROVIDED FOR STUDENT (1) ASSEMBLY, (2) DRESS AND GROOMING, (3) MOTOR VEHICLES, (4) SEARCH AND SEIZURE, (5) ATTENDANCE, (6) FREEDOM OF EXPRESSION, (7) TOBACCO USE, (8) PHYSICAL DISCIPLINE, (9) RECORDS, (10) SUSPENSION AND EXPULSION, AND (11) FOR NONSTUDENT LOITERING. (AUTHOR/JF)

DESCRIPTORS
- ATTENDANCE
- CONDUCT
- DISCIPLINE POLICY
- FREEDOM OF SPEECH
- SCHOOL POLICY
- SMOKING
- STUDENT BEHAVIOR
- STUDENT RIGHTS
- BEHAVIOR STANDARDS
- DISCIPLINE
- DRESS CODES
- MOTOR VEHICLES
- SEARCH AND SEIZURE
- STATE STANDARDS
- STUDENT RECORDS

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

JGFG 10.617 ACCIDENTS

REPORT NUMBER EJ107278

TITLE CONTRIBUTORY NEGLIGENCE, LAW AND THE SCHOOL PRINCIPAL

AUTHOR(S) WALDEN, JOHN C.

PUB DATE NOV-DEC 74

ABSTRACT

ONE OF THE MOST FREQUENTLY USED LEGAL DEFENSES AGAINST THE CHARGE THAT A SCHOOL EMPLOYEE OR DISTRICT HAS BEEN NEGLIGENT IS CONTRIBUTORY NEGLIGENCE. CONTRIBUTORY NEGLIGENCE MEANS THAT THE INJURED PERSON FAILED TO EXERCISE THE REQUIRED STANDARD OF CARE FOR HIS OWN SAFETY AND, THEREFORE, CONTRIBUTED TO HIS OWN INJURY. (AUTHOR/WM)

DESCRIPTORS
SCHOOL LAW
COURT LITIGATION
COURT CASES
SCHOOL POLICY
LEGAL RESPONSIBILITY
SCHOOL ACCIDENTS
LEGAL PROBLEMS
SCHOOL SAFETY

IDENTIFIERS
CONTRIBUTORY NEGLIGENCE

CITATION NATIONAL ELEMENTARY PRINCIPAL; 54; 2; 86-87.

JGFGA 10.618 FIRST AID

REPORT NUMBER	ED102144
TITLE	A STUDY OF HEALTH POLICIES IN PUBLIC SCHOOL ADMINISTRATION.
AUTHOR(S)	LASCH, HENRY A.
NOTE	11P.
PUB DATE	74

ABSTRACT

THIS STUDY WAS UNDERTAKEN TO IDENTIFY, CLASSIFY, AND INTERPRET EXTANT WRITTEN SCHOOL HEALTH POLICIES. FURTHERMORE, IT WAS PLANNED TO ASCERTAIN WHETHER SCHOOLS WERE USING STANDARDIZED FORMS OR SYSTEMATIC PROCEDURES TO FORMULATE SCHOOL HEALTH POLICIES. ADMINISTRATORS IN SCHOOL DISTRICTS REPRESENTING EVERY GEOGRAPHICAL AREA OF THE U.S. WERE ASKED TO SEND ANY WRITTEN MATERIAL AVAILABLE IN ANY AREA OF SCHOOL HEALTH. THE GREATEST NUMBER OF SEPARATE STATEMENTS CONCERNING HEALTH POLICIES AND PROCEDURES WERE IDENTIFIED UNDER THE FOLLOWING CATEGORIES: HEALTH SERVICES, ADMINISTRATIVE RESPONSIBILITIES, FIRST AID AND EMERGENCY CARE, HEALTH OF SCHOOL PERSONNEL, ENVIRONMENTAL HEALTH, AND COMMUNICABLE DISEASE PREVENTION AND CONTROL. A CONSIDERABLY SMALLER NUMBER OF POLICIES WERE IDENTIFIED AND CLASSIFIED UNDER THE AREAS OF PROVISIONS FOR HANDICAPPED PUPILS; SAFETY AND ACCIDENT PREVENTION; QUALIFICATIONS, REQUIREMENTS AND SELECTION OF HEALTH TEACHERS; TRANSPORTATION POLICIES; SCHOOL LUNCH PROGRAMS; AND HEALTH INSTRUCTION. THE LACK OF DEFINITE POLICIES AND PROCEDURES IN HEALTH INSTRUCTION WAS CONSIDERED PARTICULARLY APPALLING. HEALTH AND A WRITTEN STATEMENT OF SCHOOL HEALTH POLICIES ARE OF PARAMOUNT IMPORTANCE TO STUDENTS, PARENTS, TEACHERS, AND THE COMMUNITY. (PB)

DESCRIPTORS

COMMUNICABLE DISEASE
FIRST AID
HEALTH EDUCATION
LUNCH PROGRAMS
SCHOOL POLICY
ENVIRONMENT
HANDICAPPED STUDENTS
HEALTH PROGRAMS
SCHOOL HEALTH SERVICES
WRITING

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

JGG 10.619 STUDENT TRANSPORTATION

REPORT NUMBER	ED122461
TITLE	A STUDY OF STATE LEGAL STANDARDS FOR THE PROVISION OF PUBLIC EDUCATION.
SOURCE	LAWYERS' COMMITTEE FOR CIVIL RIGHTS UNDER LAW, WASHINGTON, D.C.
NOTE	92P.; THE STATE LEGAL STANDARDS CATEGORIZED IN THIS VOLUME ARE CITED AND DIGESTED IN EA 008 319.
PUB DATE	OCT 74

ABSTRACT

THIS REPORT AND ITS APPENDIXES ARE THE PRODUCTS OF A 50-STATE STUDY OF CURRENT LEGAL STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY EDUCATION AND REPRESENT A SUMMARY AND COMPARATIVE ANALYSIS OF THE LAW AS IT EXISTS IN THE STATES TODAY. STATE EDUCATION POLICY-MAKERS--STATE LEGISLATORS AND STAFF OF LEGISLATIVE REFERENCE SERVICES, DEPARTMENT OF EDUCATION PERSONNEL, UNIVERSITY FACULTY MEMBERS, LAWYERS AND JURISTS, MEMBERS OF PRIVATE EDUCATIONAL ORGANIZATIONS--SHOULD FIND THE STUDY USEFUL BOTH IN RE-EXAMINING THE EDUCATION LAWS OF THEIR OWN STATE AND IN DEVELOPING NEW OR ALTERNATIVE MECHANISMS FOR PROVIDING HIGH QUALITY PUBLIC EDUCATION. THE BULK OF THE REPORT CONSISTS OF A SERIES OF 20 COMPARATIVE CHARTS AND THE DESCRIPTIVE MATERIALS THAT RELATE TO THEM. THE CHARTS ARE DESIGNED TO PROVIDE A QUICK METHOD FOR COMPARING THE MANNER IN WHICH EACH STATE TREATS A PARTICULAR SUBJECT. THE 20 AREAS COVERED IN THE CHARTS ARE ADMISSION REQUIREMENTS, ADULT EDUCATION, ATTENDANCE ENFORCEMENT AGENT, ATTENDANCE REQUIREMENTS, CURRICULUM, EXTRACURRICULAR ACTIVITIES, GRADE ORGANIZATION, GUIDANCE AND COUNSELING PROGRAMS, HIGH SCHOOL GRADUATION REQUIREMENTS, INDIVIDUAL PUPIL RECORDS, INSERVICE TRAINING, LIBRARIES, PROMOTION REQUIREMENTS, PUPIL LOAD/CLASS SIZE, PUPIL-TEACHER RATIO, PUPIL TRANSPORTATION, SAFETY AND HEALTH REQUIREMENTS, SCHOOL CALENDARS, TEACHER PERSONNEL POLICIES, AND TEXTBOOKS. (AUTHOR/IRT)

DESCRIPTORS
ADMISSION (SCHOOL)
ADULT EDUCATION
CLASS SIZE
COUNSELING PROGRAMS
EDUCATIONAL LEGISLATION
GRADE ORGANIZATION
GUIDANCE PROGRAMS
PERSONNEL POLICY
SCHOOL CALENDARS
SCHOOL SAFETY
STATE STANDARDS
STUDENT RECORDS
STUDENT TRANSPORTATION
TEXTBOOKS
ADMISSION CRITERIA
ATTENDANCE OFFICERS
COCURRICULAR ACTIVITIES
CURRICULUM
ELEMENTARY SECONDARY EDUCATION
GRADUATION REQUIREMENTS
INSERVICE EDUCATION
SCHOOL ATTENDANCE LEGISLATION
SCHOOL LIBRARIES
STATE LEGISLATION
STUDENT PROMOTION
STUDENT TEACHER RATIO
TEACHERS

EDRS PRICE MF-$0.83 HC-$4.67 PLUS POSTAGE

10.619 STUDENT TRANSPORTATION

REPORT NUMBER	ED122442
TITLE	MANAGEMENT OPERATIONS IN EDUCATION
AUTHOR(S)	HENTSCHKE, GUILBERT C.
NOTE	456P.
PUB DATE	76

ABSTRACT

THIS BOOK IS INTENDED TO ACQUAINT STUDENTS AND PROFESSIONALS IN EDUCATIONAL MANAGEMENT WITH THOSE ACTIVITIES IN EDUCATIONAL ORGANIZATIONS REQUIRING TECHNICAL, BUSINESS-RELATED COMPETENCE, AND WITH SELECTED MANAGEMENT TOOLS THAT AID IN THE ANALYSIS OF THOSE ACTIVITIES. PART 1, FISCAL SYSTEMS, INCLUDES DISCUSSIONS OF FUND ACCOUNTING, DIRECT COSTING, COST ACCOUNTING, CASH FLOW CONCEPTS, INVESTMENT, DEBT MANAGEMENT, AND FIXED AND RISK MANAGEMENT. PART 2, LOGISTICAL SYSTEMS, IS DEVOTED TO SUPPLY MANAGEMENT, MAINTENANCE AND OPERATION, TRANSPORTATION, AND FOOD SERVICE. PART 3, ALLOCATION SYSTEMS, DISCUSSES STRUCTURING AND ORGANIZING BUDGETING PROCESSES, CLASSROOM SCHEDULING, INTRA- AND INTERDISTRICT ALLOCATION FORMULAS, AND LINEAR PROGRAMMING. PART 4, PLANNING SYSTEMS, DEALS LARGELY WITH METHODOLOGIES FOR FORECASTING STUDENT ENROLLMENTS AND FUTURE RESOURCE DEMANDS. PART 5, INFORMATION SYSTEMS, EXAMINES PROCESSES OF DEVELOPING AND EVALUATING INFORMATION SYSTEMS. ALTHOUGH MOST OF THE EXAMPLES USED IN THE BOOK ARE FROM ELEMENTARY-SECONDARY EDUCATION, MOST OF THE MATERIAL APPLIES EQUALLY TO POSTSECONDARY EDUCATIONAL ORGANIZATIONS. QUESTIONS FOR REVIEW AND DISCUSSION, AS WELL AS REFERENCES AND RELATED READINGS, ARE PROVIDED AT THE END OF EACH CHAPTER. (AUTHOR)

DESCRIPTORS

BUDGETING
EDUCATIONAL ADMINISTRATION
EDUCATIONAL FINANCE
ELEMENTARY SECONDARY EDUCATION
MANAGEMENT INFORMATION SYSTEMS
PERSONNEL NEEDS
PREDICTION
SCHOOL ACCOUNTING
STUDENT TRANSPORTATION
BUILDING OPERATION
EDUCATIONAL FACILITIES
EDUCATIONAL PLANNING
FOOD SERVICE
MANAGEMENT SYSTEMS
POST SECONDARY EDUCATION
SCHEDULING
STUDENT ENROLLMENT
SYSTEMS DEVELOPMENT

AVAILABILITY	MCCUTCHAN PUBLISHING CORPORATION, 2526 GROVE STREET, BERKELEY, CA 94704 ($13.50, QUANTITY DISCOUNTS)
EDRS PRICE	DOCUMENT NOT AVAILABLE FROM EDRS.

10.619 STUDENT TRANSPORTATION

REPORT NUMBER ED120982

TITLE HIGH SPOTS IN STATE SCHOOL LEGISLATION, JANUARY 1-AUGUST 31, 1973.

SOURCE NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D.C.

NOTE 68P.; A RELATED DOCUMENT IS ED 067 778

PUB DATE 73

ABSTRACT

THIS PUBLICATION DESCRIBES THE 1973 LEGISLATIVE GOALS OF STATE EDUCATION ASSOCIATIONS THROUGHOUT THE U.S. AND BRIEFLY SUMMARIZES EDUCATIONAL LEGISLATION ENACTED FROM JANUARY THROUGH AUGUST 1973. ADDITIONAL INFORMATION ON 1972 LEGISLATION IS INCLUDED FOR A FEW STATES WHERE LEGISLATIVE SESSIONS EITHER RAN LATE OR RESUMED ACTIVITIES AFTER SEPTEMBER, 1972. ALTOGETHER, INFORMATION IS PRESENTED FOR 42 OF THE 49 STATES WHOSE LEGISLATURES MET DURING 1973. THE KENTUCKY LEGISLATURE DID NOT MEET, AND THE INFORMATION WAS NOT AVAILABE FROM ALABAMA, LOUISIANA, MISSISSIPPI, MISSOURI, NEW MEXICO, SOUTH CAROLINA, AND VERMONT. INFORMATION INCLUDED IN THIS REPORT WAS FURNISHED MAINLY BY STATE EDUCATION ASSOCIATIONS AFFILIATED WITH THE NATIONAL EDUCATION ASSOCIATION. MOST OF THE REPORT CONSISTS OF STATE-BY-STATE LISTINGS OF ASSOCIATION GOALS AND RELEVANT LEGISLATION FOR EACH OF 18 TOPICAL CATEGORIES, INCLUDING SCHOOL FINANCE, SALARIES, TENURE AND CONTRACTS, CERTIFICATION, LEAVES OF ABSENCE, NEGOTIATIONS, RETIREMENT, MISCELLANEOUS TEACHER LEGISLATION, TEXTBOOKS AND CURRICULUM PUPIL TRANSPORTATION, EXCEPTIONAL CHILDREN, MISCELLANEOUS PUPIL LEGISLATION, SCHOOL BUILDINGS, DISTRICT REORGANIZATION, LOCAL SCHOOL ADMINISTRATION, STATE SCHOOL ADMINISTRATION, HIGHER EDUCATION, AND MISCELLANEOUS GENERAL LEGISLATION. (JG)

DESCRIPTORS

CURRICULUM
EDUCATIONAL FACILITIES
EDUCATIONAL LEGISLATION
EXCEPTIONAL CHILD EDUCATION
SCHOOL LAW
STUDENT TRANSPORTATION
TEACHER EMPLOYMENT
EDUCATIONAL ADMINISTRATION
EDUCATIONAL FINANCE
ELEMENTARY SECONDARY EDUCATION
HIGHER EDUCATION
STATE LEGISLATION
TEACHER ASSOCIATIONS

IDENTIFIERS

NATIONAL EDUCATION ASSOCIATION

AVAILABILITY NEA CUSTOMER SERVICE 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036 (STOCK NO. 435-25530, $2.00, QUANTITY DISCOUNTS, ORDERS MUST BE PREPAID EXCEPT THOSE ON OFFICIAL PURCHASE ORDER FORMS)

EDRS PRICE MF-$0.83 PLUS POSTAGE. HC NOT AVAILABLE FROM EDRS.

REPORT NUMBER ED119300

TITLE COMPUTER ASSISTED ASSIGNMENT OF STUDENTS TO SCHOOLS TO ACHIEVE DESEGREGATION.

SOURCE ILLINOIS INST. OF TECH., CHICAGO. RESEARCH INST.

NOTE 15P.

PUB DATE 75

ABSTRACT

TO HELP SCHOOL DISTRICTS WITH THE TASK OF ASSIGNING STUDENTS TO SCHOOLS IN ORDER TO ACHIEVE DESEGREGATION, THE ILLINOIS INSTITUTE OF TECHNOLOGY HAS DEVELOPED A SYSTEM INVOLVING THE USE OF PLANNING TECHNIQUES AND COMPUTER TECHNOLOGY THAT GREATLY SIMPLIFIES THE SCHOOL DISTRICT'S JOB. THE KEY FEATURES OF THE SYSTEM ARE OBJECTIVITY, MINIMUM TRANSPORTATION IMPACT, MINIMUM TRANSPORTATION COST, PROVEN APPLICATION, AVAILABILITY, RESPONSIVENESS, AND ECONOMY. IN IMPLEMENTING THE PLAN, INSTITUTE REPRESENTATIVES MEET WITH SCHOOL DISTRICT REPRESENTATIVES AND KEY SCHOOL BOARD MEMBERS TO DETERMINE THE IMPLEMENTATION SCHEDULE AND TO DESCRIBE THE SCHOOL RESITRICTING PLANNING PROCESS; THE DISTRICT SUPPLIES BASIC INFORMATION CONCERNING THE LOCATION OF SCHOOLS, THE LOCATION OF STUDENTS, THE ETHNIC GROUP TO WHICH THE STUDENT BELONGS, AND CERTAIN POLICY INFORMATION; THE INSTITUTE PUTS THIS INFORMATION INTO A FORM THAT CAN BE READ BY THE COMPUTER AND MODIFIES THE COMPUTER PROGRAMS THAT WILL PROCESS THE DATA; ALL INFORMATION AND PROGRAMS ARE COMPUTER PROCESSED; THE INSTITUTE REVIEWS OUTPUTS TO DETERMINE COMPATIBILITY WITH THE SCHOOL DISTRICT REQUIREMENTS; AND COMPUTER-GENERATED PLANS ARE PROVIDED TO THE SCHOOL DISTRICT. (AUTHOR/IRT)

DESCRIPTORS

BOARD OF EDUCATION POLICY
EDUCATIONAL PLANNING
ELEMENTARY SECONDARY EDUCATION
SCHOOL INTEGRATION
COMPUTER SCIENCE
ELECTRONIC DATA PROCESSING
INTEGRATION METHODS
STUDENT TRANSPORTATION

EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE

10.619 STUDENT TRANSPORTATION

REPORT NUMBER ED117853

TITLE PROBLEMS AND ANSWERS FOR SCHOOL BUSING.

AUTHOR(S) HAMILTON, FRANK A.

NOTE 9P.; PAPER PRESENTED AT THE ANNUAL CONVENTION OF THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS (108TH, ATLANTIC CITY, NEW JERSEY, FEBRUARY 20-23, 1976).

PUB DATE 22 FEB 76

ABSTRACT

THE NEW PALTZ, NEW YORK, SCHOOL DISTRICT HAS USED THE IBM VEHICLE SCHEDULING PROGRAM (VSP) FOR SCHEDULING ITS BUS RUNS. IN THE PROCESS THE DISTRICT HAS REDUCED ITS TRANSPORTATION COSTS BY 33.9 PERCENT OVER A TWO-YEAR PERIOD. (IRT)

DESCRIPTORS
COMPUTER PROGRAMS
COMPUTER SCIENCE
ELECTRONIC DATA PROCESSING
ELEMENTARY SECONDARY EDUCATION
SCHEDULING
STUDENT TRANSPORTATION

IDENTIFIERS
NEW YORK (NEW PALTZ)

EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE

10.619 STUDENT TRANSPORTATION

REPORT NUMBER ED117804

TITLE SMALL SCHOOLS TASK FORCE, FINAL REPORT.

SOURCE EUGENE PUBLIC SCHOOSL, OREG.

NOTE 83P.

PUB DATE 16 FEB 76

ABSTRACT

IN THE SPRING OF 1975 THE EUGENE (OREGON) SCHOOL BOARD APPOINTED A TASK FORCE TO MAKE A COMPREHENSIVE STUDY RELATED TO ALL ASPECTS OF POSSIBLE CLOSURE OF SMALL SCHOOLS. CONSIDERATION WAS GIVEN TO POPULATION AND ENROLLMENT TRENDS; ECONOMICS; BUILDING CONDITION; SCHOOL SIZE; SCHOOL DESIGN; NEIGHBORHOOD AND COMMUNITY IMPLICATIONS; PROGRAM CAPACITY; STAFFING; ALTERNATIVES IN PERSONNEL, SUPPORT PROGRAMS, AND FACILITIES; AND CRITERIA FOR EVALUATION OF LOW ENROLLMENT SCHOOLS. AMONG THE GROUPS' RECOMMENDATIONS WERE THAT NO ELEMENTARY SCHOOL BE CLOSED AT THE TIME; THAT THE SCHOOL BOARD SET A STANDARD FOR THE AMOUNT OF NON-CLASSROOM-SPACE NECESSARY FOR EFFECTIVE OPERATION OF AN ELEMENTARY SCHOOL; THAT ALTERNATIVE USE OF EXTRA SPACE IN ANY OF THE 31 ELEMENTARY SCHOOLS BE ACTIVELY SOUGHT; THAT WHENEVER ENROLLMENT AT ANY SCHOOL DROPS BELOW 75 PERCENT OF PROGRAM CAPACITY, A COMMITTEE DETERMINE THE BEST USE OF ALL PARTS OF THAT SCHOOL; THAT ALTERNATIVE USE FOR BUILDINGS BE FOUND BEFORE ANY SCHOOLS ARE CLOSED; THAT SMALL NEIGHBORH_OD SCHOOLS ACCESSIBLE ON FOOT BE MAINTAINED EVEN AT SOME ADDITIONAL COSTS, AND THAT WHEN NEW SCHOOLS ARE CONSTRUCTED, BUILDINGS BE DESIGNED FOR AN ENROLLMENT OF 200 TO 350 STUDENTS. (AUTHOR/IRT)

DESCRIPTORS

COMMUNITY SCHOOLS
EDUCATION
EDUCATIONAL FINANCE
ELEMENTARY SECONDARY EDUCATION
ENROLLMENT TRENDS
PROGRAMS
SCHOOL BUILDINGS
SCHOOL COMMUNITY RELATIONSHIP
SCHOOL SIZE
SMALL SCHOOLS
STUDENT TRANSPORTATION
COSTS
EDUCATIONAL ALTERNATIVES
EDUCATIONAL PLANNING
ENROLLMENT PROJECTIONS
POPULATION TRENDS
SAFETY
SCHOOL CLOSING
SCHOOL DESIGN
SHARED FACILITIES
STAFF UTILIZATION

IDENTIFIERS

OREGON(EUGENE)

AVAILABILITY OFFICE OF MEDIA SERVICES, SCHOOL DISTRICT 4J, 200 NORTH MONROE, EUGENE, OREGON 97402 ($0.75)

EDRS PRICE MF-$0.83 HC-$4.67 PLUS POSTAGE

10.619 STUDENT TRANSPORTATION

REPORT NUMBER ED116264

TITLE THE BUSING CONTROVERSY. NAESP SCHOOL LEADERSHIP DIGEST SECOND SERIES, NUMBER 6. ERIC/CEM RESEARCH ANALYSIS SERIES, NUMBER 21.

AUTHOR(S) SCHOFIELD, DEE

SOURCE NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS, WASHINGTON, D.C., OREGON UNIVER., EUGENE. ERIC CLEARINGHOUSE ON EDUCATIONAL MANAGEMENT.

NOTE 32P.

PUB DATE 76

ABSTRACT

TO UNDERSTAND THE CONTROVERSY OVER BUSING, IT IS NECESSARY TO UNDERSTAND THE RELATIONSHIP BETWEEN BUSING AND THE ISSUES THAT ARE ACTUALLY AT THE ROOT OF THE CONTROVERSY: DESEGREGATION AND FREEDOM OF CHOICE. MUCH OF THE POLITICAL ACTIVITY SURROUNDING BUSING IS A SUBTLE TRANSFER OF ATTENTION AWAY FROM THE BASIC ISSUE OF DESEGREGATION. OTHER OPPONENTS TO BUSING SEE IT AS ANOTHER NEEDLESS RESTRICTION ON THE FREEDOM TO CHOOSE ONE'S RESIDENCE AND, CONCURRENTLY, TO CHOOSE THE SCHOOL TO WHICH ONE'S CHILDREN GO. BECAUSE THE SUPREME COURT HAS NOT RENDERED AN ABSOLUTE VERDICT ON BUSING, SCHOOL DECISION-MAKERS ARE FORCED TO LIVE WITH THE FREQUENTLY FUZZY GUIDELINES AVAILABLE. CONGRESS AND THE PRESIDENT HAVE ADOPTED A WAIT AND SEE STANCE THAT OFFERS NO LEADERSHIP ON THE QUESTION. SOCIAL SCIENCE RESEARCH ON BUSING IS NOT HELPFUL EITHER AS THE RESEARCH IS NOT DEFINITIVE IN ITS FINDINGS. IT IS CLEAR, HOWEVER, THAT THE ATTITUDES OF SCHOOL OFFICIALS AND COMMUNITY LEADERS HELP TO SHAPE THE ATTITUDE OF THE COMMUNITY AND THAT THE ULTIMATE FAILURE OR SUCCESS OF BUSING AND ITS GOALS, TRUE INTEGRATION AND EQUALITY OF EDUCATIONAL OPPORTUNITY, DEPENDS ON THE LOCAL COMMUNITY AND ITS SCHOOL LEADERS, NOT ON WASHINGTON. (AUTHOR/IRT)

DESCRIPTORS
CIVIL RIGHTS LEGISLATION
ELEMENTARY SECONDARY EDUCATION
FEDERAL PROGRAMS
INTEGRATION LITIGATION
POLICY FORMATION
POLITICAL ISSUES
SCHOOL LAW
STUDENT TRANSPORTATION
COURT LITIGATION
EQUAL EDUCATION
GOVERNMENT ROLE
INTEGRATION METHODS
POLITICAL INFLUENCES
SCHOOL INTEGRATION
SOCIAL SCIENCE RESEARCH
SUPREME COURT LITIGATION

IDENTIFIERS
BUSING

AVAILABILITY NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS, 1801 NORTH MOORE STREET, ARLINGTON, VIRGINIA 22209 ($2.50)

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE

10.619 STUDENT TRANSPORTATION

REPORT NUMBER ED116301

TITLE IMPLEMENTATION OF A PILOT DEMONSTRATION PROJECT TO COMBINE SCHOOL BUS AND PUBLIC TRANSIT SERVICES. VOLUMES 1 AND 2.

AUTHOR(S) SPAIN, ROBERT E.

NOTE 370P; SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR DOCTOR OF EDUCATION, NOVA UNIVERSITY

PUB DATE DEC 75

ABSTRACT

THE PURPOSE OF THIS PRACTICUM WAS TO DEVELOP AND IMPLEMENT A PILOT PROJECT COMBINING SCHOOL AND PUBLIC TRANSIT SERVICES IN MARIN COUNTY, CALIFORNIA. TO ACCOMPLISH THIS AIM, IT WAS NECESSARY TO GAIN APPROVAL FROM SEVERAL PUBLIC AGENCIES, OBTAIN FUNDS TO FINANCE PART OF THE STUDY, GATHER AND ANALYZE DATA ON SCHOOL TRANSPORTATION AND PUBLIC TRANSIT SERVICES, DEVELOP ALTERNATIVES FOR CONSOLIDATING AND COMBINING TRANSPORTATION SERVICES, SELECT ONE ALTERNATIVE DOR DEVELOPMENT INTO A PILOT PROJECT, AND GAIN APPROVAL FROM VARIOUS PUBLIC AGENCIES TO BEGIN IMPLEMENTATION OF THE PILOT PROJECT. VOLUME 1 OF THE REPORT DESCRIBES IN DETAIL HOW EACH OF THESE STEPS WAS ACCOMPLISHED AND DISCUSSES EACH OF THE NINE ALTERNATIVES CONSIDERED FOR PILOT IMPLEMENTATION. VOLUME 2 CONSISTS OF APPENDIXES THAT PRESENT MAPS AND OTHER DATA ON TRANSPORTATION IN THE DEMONSTRATION AREA AND PROVIDE INFORMATION ON THE VARIOUS STUDIES AND SURVEYS THAT CONTRIBUTED TO DEVELOPMENT OF THE PILOT PROJECT. (AUTHOR/JF)

DESCRIPTORS
BUS TRANSPORTATION
EDUCATIONAL FINANCE
INTERAGENCY COORDINATION
PILOT PROJECTS
PROGRAM DESCRIPTIONS
TABLES (DATA)
COOPERATIVE PLANNING
ELEMENTARY SECONDARY EDUCATION
MAPS
PRACTICUMS
STUDENT TRANSPORTATION

IDENTIFIERS
CALIFORNIA (MARIN COUNTY)

EDRS PRICE MF-$0.76 HC-$18.40 PLUS POSTAGE

10.619 STUDENT TRANSPORTATION

REPORT NUMBER ED114961

TITLE TORT LIABILITY

AUTHOR(S) HUDGINS, H. C., JR.

NOTE 24P.; CHAPTER 4 OF THE YEARBOOK OF SCHOOL LAW 1975, EA 007

PUB DATE 75

ABSTRACT

THIS CHAPTER SUMMARIZES AND ANALYZES ALL STATE SUPREME COURT AND FEDERAL COURT DECISIONS AS WELL AS OTHER SIGNIFICANT COURT DECISIONS INVOLVING THE TORT LIABILITY OF SCHOOL DISTRICTS AND SCHOOL PERSONNEL. THE CASES DISCUSSED ARE GENERALLY LIMITED TO THOSE DECIDED DURING 1974 ARE REPORTED IN THE GENERAL DIGEST ON OR BEFORE MARCH 1, 1975. IN HIS DISCUSSION, THE AUTHOR ATTEMPTS TO INTEGRATE RELATED CASES AND TO ILLUMINATE ANY UNIFYING LEGAL PRINCIPLES THAT UNDERLIE THE DECISIONS RELEVANT TO EACH SPECIFIC SUBTOPIC OF SCHOOL LIABILITY. SEPARATE SECTIONS OF THE ARTICLES FOCUS IN TURN ON CASES INVOLVING NEGLIGENCE, ASSAULT AND BATTERY, GOVERNMENTAL IMMUNITY, CONTRIBUTORY NEGLIGENCE, INSURANCE, TRANSPORTATION, INDIVIDUAL LIABILITY OF SCHOOL PERSONNEL, AND MISCELLANEOUS PROCEDURAL REQUIREMENTS. (JG)

DESCRIPTORS

COURT CASES
ELEMENTARY SECONDARY EDUCATION
INJURIES
LEGAL RESPONSIBILITY
SCHOOL DISTRICTS
STUDENT TRANSPORTATION
COURT LITIGATION
EMPLOYEE RESPONSIBILITY
LEGAL PROBLEMS
SCHOOL ACCIDENTS
SCHOOL LAW

AVAILABILITY NOT AVAILABLE SEPARATELY; SEE EA 007 698

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

10.619 STUDENT TRANSPORTATION

REPORT NUMBER ED114908

TITLE SCHOOL SIZE AND PUPIL COSTS REVIEWED FOR 1974-75. 1975 APS PLANNING DOCUMENT 2.

SOURCE ALBUQUERQUE PUBLIC SCHOOLS, N. MEX.

NOTE 34P.; FOR A RELATED DOCUMENT, SEE EA 007 614; NOT AVAILABLE FROM EDRS DUE TO REPRODUCTION PROBLEMS

PUB DATE FEB 75

ABSTRACT

THE MATERIAL CONTAINED IN THIS REVIEW IS A CONTINUATION OF STUDIES OF SCHOOL SIZE RELATED TO PER-PUPIL-COSTS UNDERTAKEN IN THE YEARS 1971 THROUGH 1974. THE COMPARISONS MADE IN THIS STUDY HAVE UTILIZED 1974-75 FISCAL YEAR SALARY INFORMATION AS A DIRECT COST FACTOR RELATED TO SCHOOL SIZE. THE STUDY TENDS TO CONFIRM PREVIOUS RELATIONSHIPS BETWEEN SCHOOL POPULATION SIZE AND THE PRICE OF OPERATING THE SCHOOLS AS REFLECTED IN ANNUAL PER-PUPIL-COSTS. MAXIMUM AND MINIMUM ENROLLMENT FIGURES ARE GIVEN FOR ELEMENTARY SCHOOLS AND JUNIOR AND SENIOR HIGH SCHOOLS. CHARTS AND TABLES DISPLAY THE RELATIONSHIP BETWEEN SIZE OF INDIVIDUAL SCHOOLS AND RELATED COSTS PER STUDENTS. (AUTHOR/MLF)

DESCRIPTORS

AVERAGE DAILY ENROLLMENT
ELEMENTARY SECONDARY EDUCATION
EXPENDITURE PER STUDENT
OPERATING EXPENSES
SCHOOL SIZE
STUDENT TRANSPORTATION
EDUCATIONAL PLANNING
ENROLLMENT PROJECTIONS
FEDERAL AID
SALARIES
SPECIAL EDUCATION
TABLES (DATA)

IDENTIFIERS

NEW MEXICO (ALBUQUERQUE)

AVAILABILITY ALBUQUERQUE PUBLIC SCHOOLS, BOX 25704, ALBUQUERQUE, NEW MEXICO 87125 ATTN: OFFICE OF ORGANIZATION, ANALYSIS AND RESEARCH ($2.50)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

10.619 STUDENT TRANSPORTATION

REPORT NUMBER ED113843

TITLE PROBLEMS OF ONE SCHOOL BOARD ATTORNEY.

AUTHOR(S) FISHER, M. BRYON

SOURCE NATIONAL ORGANIZATION ON LEGAL PROBLEMS OF EDUCATION. TOPEKA, KANS.

NOTE 7P.; CHAPTER 10 OF EA 007 648

PUB DATE 75

ABSTRACT

THE SPEAKER, A SCHOOL BOARD ATTORNEY, OUTLINES FOUR LEGAL PROBLEMS HE HAS HAD TO DEAL WITH. THE CASES CONCERN TEACHER DISMISSAL, THE DISTRICT'S RESPONSIBILITY IN THE CASE OF 'HAZARDOUS TRANSPORTATION,' SCHOOL DISTRICT PURCHASES FOR STUDENT ACTIVITIES (STUDENT PHOTOGRAPHY), AND SCHOOL BUS LEASING. (IRT)

DESCRIPTORS
CONTRACTS
LAWYERS
SERVICE VEHICLES
TEACHER DISMISSAL
ELEMENTARY SECONDARY EDUCATION
SCHOOL LAW
STUDENT TRANSPORTATION

AVAILABILITY AVAILABLE ONLY AS PART OF COMPLETE DOCUMENT, SEE EA 007 648

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

JGG 10.619 STUDENT TRANSPORTATION

REPORT NUMBER ED111057

TITLE A PUPIL TRANSPORTATION MANAGEMENT BIBLIOGRAPHY: A BIBLIOGRAPHY FOR SCHOOL BUSINESS OFFICIALS. RESEARCH BULLETIN NO. 12.

AUTHOR(S) KEEHNER, LORRAINE H.

SOURCE ASSOCIATION OF SCHOOL BUSINESS OFFICIALS, CHICAGO, ILL. RESEARCH CORP.

NOTE 39 P.

PUB DATE 71

ABSTRACT

THIS BIBLIOGRAPHY LISTS A VARIETY OF ARTICLES, BOOKS, AND OTHER PUBLICATIONS RELATED TO THE GENERAL TOPIC OF PUPIL TRANSPORTATION. MANY OF THE PUBLICATIONS LISTED WERE DEVELOPED BY INDIVIDUAL SCHOOL SYSTEMS OR BY STATE DEPARTMENTS OF EDUCATION. CITATIONS ARE ORGANIZED IN NINE TOPICAL SECTIONS THAT FOCUS ON BUS DRIVERS, TRANSPORTATION FINANCES, TRANSPORTATION OF HANDICAPPED CHILDREN, TRANSPORTATION INSURANCE, BUS MAINTENANCE AND OPERATION, PUPIL IDENTIFICATION AND CONTROL, BUS ROUTING AND SCHEDULING, SCHOOL-OWNED VERSUS CONTRACT BUSES, AND MISCELLANEOUS SUBJECTS RELATED TO PUPIL TRANSPORTATION. IN ADDITION, A SEPARATE SUPPLEMENT LISTS AND DESCRIBES APPROXIMATELY 135 FILMS RELEVANT TO DIFFERENT FACETS OF PUPIL TRANSPORTATION. (JG)

DESCRIPTORS

ADMINISTRATOR GUIDES
EDUCATIONAL ADMINISTRATION
ELEMENTARY SECONDARY EDUCATION
INSTRUCTIONAL FILMS
SCHOOL BUSES
BIBLIOGRAPHIES
EDUCATIONAL FINANCE
FILMS
PUBLICATIONS
STUDENT TRANSPORTATION

AVAILABILITY: ASSOCIATION OF SCHOOL BUSINESS OFFICIALS, 2424 WEST LAWRENCE AVENUE, CHICAGO, ILLINOIS 60625 ($1.00; MAKE CHECKS PAYABLE TO ASSOCIATION OF SCHOOL BUSINESS OFFICIALS)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

JGG 10.619 STUDENT TRANSPORTATION

REPORT NUMBER ED106911

TITLE EXPENDITURES AND REVENUES FOR PUBLIC ELEMENTARY AND SECONDARY EDUCATION, 1972-73

AUTHOR(S) BARR, RICHARD H.

SOURCE NATIONAL CENTER FOR EDUCATIONAL STATISTICS (DHEW/OE), WASHINGTON, D.C. ELEMENTARY AND SECONDARY SURVEYS BRANCH.

NOTE 30 P.; A RELATED DOCUMENT IS ED 074 614; NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT

PUB DATE 75

ABSTRACT

COMPILED FROM ANNUAL REPORTS SUBMITTED BY THE STATES, DATA ON THE TOTAL CURRENT EXPENDITURES (INCLUDEING EXPENDITURES AS DEFINED BY P. L. 81-874 AND P. L. 89-10) FOR ELEMENTARY AND SECONDARY PUBLIC EDUCATION IN THE UNITED STATES FOR 1972-73 IS REPORTED. AVERAGE DAILY ATTENDANCE (ADA) DECLINED FROM 42.5 MILLION TO 42.2 MILLION, OR ABOUT .7 PERCENT. TOTAL CURRENT EXPENDITURES AMOUNTED TO $46.2 BILLION, AVERAGING $1,096 PER PUPIL IN ADA. FEDERAL SOURCES ACCOUNTED FOR $4.0 BILLION, OR 8.8 PERCENT OF THE TOTAL EXPENDITURES. STATE PER-PUPIL EXPENDITURE RANGED FROM $595 (LOWEST) TO $1,689 (HIGHEST). COMPARING PERCENTAGE-BY-EXPENDITURE CATEGORY WITH 1964-65 DATA, THE EMPHASIS CHANGES WITH LESS SPENT ON INSTRUCTION AND RELATED PUPIL SERVICES, WHILE MORE IS SPENT NOW ON ADMINISTRATION AND FIXED CHARGES. TABLES PRESENT COMPLETE EXPENDITURE AND REVENUE DATA FOR ALL STATES AND AGGREGATE DATA FOR THE UNITED STATES. (AUTHOR/DW)

DESCRIPTORS

ATTENDANCE SERVICES
AVERAGE DAILY ATTENDANCE
BUILDING OPERATION
COSTS
EDUCATIONAL FINANCE
ELEMENTARY SECONDARY EDUCATION
EXPENDITURE PER STUDENT
EXPENDITURES
FEDERAL AID
HEALTH SERVICES
INCOME
PUBLIC SCHOOLS
SCHOOL FUNDS
SCHOOL MAINTENANCE
STATE AID
STATISTICAL DATA
STUDENT TRANSPORTATION
TABLES (DATA)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 ($0.60)

EDRS PRICE MF-$0.76 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

JGG 10.619 STUDENT TRANSPORTATION

REPORT NUMBER ED102725

TITLE STATISTICAL PROFILE--NORTH CAROLINA PUBLIC SCHOOLS.

SOURCE NORTH CAROLINA STATE DEPT. OF PUBLIC INSTRUCTION, RALEIGH. DIV. OF MANAGEMENT INFORMATION SYSTEMS.

NOTE 682 P.

PUB DATE FEB 75

ABSTRACT

THIS PUBLICATION IS A FIRST EFFORT TO PRESENT A COMPREHENSIVE OVERVIEW OF ELEMENTARY AND SECONDARY EDUCATION IN THE PUBLIC SCHOOLS OF NORTH CAROLINA. AN INCREASED INTEREST IN THE PUBLIC SCHOOLS OF THIS STATE BY THE GENERAL PUBLIC, PROFESSIONAL EDUCATORS, AND THE GENERAL ASSEMBLY, AMONG OTHERS, HAD LED TO A NEED FOR MORE ACCURATE AND TIMELY INFORMATION AS THE BASIS FOR PLANNING AND DECISIONMAKING. THIS PROFILE PROVIDES INFORMATIONON PUPILS, PUBLIC SCHOOL FINANCES, INSTRUCTIONAL AND NON-INSTRUCTIONAL PERSONNEL, AND OTHER PUBLIC SCHOOL DATA IN STATEWIDE SUMMARY FORM AND IN DETAIL FOR EACH LOCAL SCHOOL SYSTEM. PREVIOUSLY PUBLISHED STATISTICAL REPORTS HAVE BEEN CONSOLIDATED AND EXPANDED UPON TO PROVIDE A SINGLE REFERENCE OF PERTINENT INFORMATION ON THE PUBLIC SCHOOL SYSTEM OF NORTH CAROLINA. (AUTHOR)

DESCRIPTORS

ATTENDANCE RECORDS
COURSES
EDUCATIONAL FINANCE
ENROLLMENT
EXCEPTIONAL STUDENTS
SCHOOL PERSONNEL
SCHOOL SYSTEMS
STATISTICAL DATA
STUDENT TRANSPORTATION
AVERAGE DAILY ENROLLMENT
DROPOUT RATE
ELEMENTARY SECONDARY EDUCATION
ENROLLMENT PROJECTIONS
FOOD SERVICES
SCHOOL STATISTICS
STATE SURVEYS
STATISTICAL SURVEYS
TABLES (DATA)

EDRS PRICE MF-$1.23 HC-$34.91 PLUS POSTAGE

JGG 10.619 STUDENT TRANSPORTATION

REPORT NUMBER ED101484

TITLE WAGES AND SALARIES PAID SUPPORT PERSONNEL IN PUBLIC SCHOOLS, 1974-75. PART 3: NATIONAL SURVEY OF SALARIES AND WAGES IN PUBLIC SCHOOLS.

AUTHOR(S) STIEBER, GERTRUDE N.

SOURCE EDUCATIONAL RESEARCH SERVICE, WASHINGTON, D.C.

NOTE 66 P.; RELATED DOCUMENTS ARE ED 100 042 AND 043

PUB DATE 75

ABSTRACT

THIS PUBLICATION IS PART 3 OF A THREE-PART REPORT ON A NATIONAL SURVEY OF SALARIES AND WAGES IN THE PUBLIC SCHOOLS. THE SURVEY, CONDUCTED IN FALL 1974, COLLECTED DATA ON SALARIES OR ANNUAL EARNINGS OF FIVE SELECTED CLERICAL POSITIONS AND ON HOURLY WAGE RATES OF FIVE SELECTED NONCLERICAL SUPPORT POSITIONS. THE CLERICAL CATEGORY INCLUDES SECRETARIES/STENOGRAPHERS, ACCOUNTING OR PAYROLL CLERKS, AND CLERK-TYPISTS EMPLOYED IN CENTRAL-OFFICE POSITIONS AS WELL AS SCHOOL SECRETARIES/STENOGRAPHERS AND LIBRARY CLERKS EMPLOYED IN INDIVIDUAL SCHOOL BUILDINGS. THE NONCLERICAL SUPPORT CATEGORY INCLUDES INSTRUCTIONAL AND NONINSTRUCTIONAL TEACHER AIDES, BUILDING CUSTODIANS, CAFETERIA WORKERS, AND BUS DRIVERS. THE PURPOSE OF THE SURVEY IS TO PROVIDE SCHOOL ADMINISTRATORS WITH ACCURATE, TIMELY, AND RELIABLE DATA FOR COMPARATIVE PURPOSES. WAGE AND SALARY DATA ARE ANALYZED ACCORDING TO FOUR ENROLLMENT GROUPINGS, FOUR PER PUPIL EXPENDITURE LEVELS, EIGHT GEOGRAPHIC REGIONS, AND BY TABULAR LISTINGS OF INDIVIDUAL DISTRICTS. THE FIRST VOLUME (PART 1) REPORTS SALARIES SCHEDULED FOR PROFESSIONAL PERSONNEL. THE SECOND VOLUME (PART 2) REPORTS SALARIES ACTUALLY PAID PROFESSIONAL PERSONNEL. (AUTHOR/DN)

DESCRIPTORS

ANCILLARY SERVICES
ELEMENTARY SECONDARY EDUCATION
NATIONAL SURVEYS
SALARIES
SCHOOL PERSONNEL
STUDENT TRANSPORATION
WAGES
CLERICAL WORKERS
FOOD SERVICE WORKERS
PUBLIC SCHOOLS
SCHOOL MAINTENANCE
SCHOOL SECRETARIES
TEACHER AIDES

IDENTIFIERS

SUPPORT PERSONNEL

AVAILABILITY EDUCATIONAL RESEARCH SERVICE, INC., 1815 NORTH FORT MYER DRIVE, ARLINGTON, VIRGINIA 22209 ($10.00, SINGLE COPY; $25.00, THREE-VOLUME SET; QUANTITY DISCOUNTS)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

1605

JGG 10.619 STUDENT TRANSPORTATION

REPORT NUMBER ED101481

TITLE FINANCING THE PUBLIC SCHOOLS OF INDIANA. A REPORT FOR THE INTERIM SCHOOL FINANCE STUDY COMMITTEE AND THE LEGISLATIVE COUNCIL.

AUTHOR(S) JORDAN, K. FORBIS; ALEXANDER, KERN

SOURCE INDIANA STATE LEGISLATIVE COUNCIL, INDIANAPOLIS.

NOTE 229 P.

PUB DATE DEC 74

ABSTRACT

THIS STUDY FOCUSES ON THE DISTRIBUTION PORTION OF THE STATE SCHOOL PROGRAM. IT EXAMINES THE SHORTCOMINGS OF THE PRESENT SYSTEM AND MAKES RECOMMENDATIONS FOR CHANGES. THE STUDY ALSO CONSIDERS SCHOOL TRANSPORTATION IN INDIANA, SCHOOL FACILITIES FUNDING, FISCAL ABILITY AND EFFORT OF INDIANA SCHOOL CORPORATIONS, AND COMPENSATORY EDUCATION PROGRAMS. PROBLEMS WITH INDIANA'S CURRENT SCHOOL FINANCE PROGRAM ARE VARIED AND COMPLEX: THE BASIC FORMULA FOR STATE AID HAS NOT BEEN REVISED FOR SEVERAL YEARS; THE RECENTLY ENACTED SUPPLEMENTAL GRANT TO AID LOW ASSESSED VALUATION DISTRICTS IS VERY LIMITED; SPECIAL EDUCATION AND VOCATIONAL EDUCATION NEED SHARP INCREASES IN FUNDING IF EQUAL OPPORTUNITY IS TO BE PROVIDED; AND THE IMPACT OF INFLATION AND THE STATE-IMPOSED LEVY FREEZE, COUPLED WITH THE DEMAND FOR ADDITIONAL OR EXPANDED EDUCATIONAL PROGRAMS, NEGATE TRADITIONAL SCHOOL FINANCE REFORM PROBLEM-SOLVING APPROACHES IN SEARCHING FOR CONSTRUCTIVE ALTERNATIVES. THE STUDY RECOMMENDS A PROGRAM THAT WOULD NOT REDUCE FUNDS FOR THE HIGH SPENDING DISTRICTS BUT WOULD PROVIDE INCREASED FUNDS TO THE LOW SPENDING DISTRICTS. THE STUDY RECOMMENDATIONS SUGGEST A STATE SCHOOL SUPPORT PROGRAM THAT WILL RECOGNIZE THE VARIATIONS IN EDUCATIONAL NEEDS AMONG SCHOOL CORPORATIONS AND AT THE SAME TIME WILL PROVIDE SUFFICIENT FUNDS FOR EACH PUPIL IN THE STATE. (AUTHOR/DN)

DESCRIPTORS
CAPITAL OUTLAY (FOR FIXED ASSETS)
ELEMENTARY SECONDARY EDUCATION
EQUALIZATION AID
FISCAL CAPACITY
SCHOOL SUPPORT
SPECIAL EDUCATION
STATE SCHOOL DISTRICT RELATIONSHIP
TAX EFFORT
EDUCATIONAL FINANCE
EQUAL EDUCATION
FINANCE REFORM
SCHOOL CONSTRUCTION
SCHOOL TAXES
STATE AID
STUDENT TRANSPORTATION
VOCATIONAL EDUCATION

IDENTIFIERS
INDIANA

EDRS PRICE MF-$0.76 HC-$12.05 PLUS POSTAGE

JGG 10.619 STUDENT TRANSPORTATION

REPORT NUMBER ED101479

TITLE FINANCING THE PUBLIC SCHOOLS OF SOUTH DAKOTA.

SOURCE NATIONAL EDUCATIONAL FINANCE PROJECT, GAINSVILLE, FLA.

NOTE 244 P.; RELATED DOCUMENTS ARE ED 083 713 AND ED 091 805

PUB DATE 73

ABSTRACT

THIS IS THE FOURTH OF A SERIES OF COMPREHANSIVE STATE SCHOOL FINANCING STUDIES CONDUCTED BY THE NATIONAL EDUCATIONAL FINANCE PROJECT. THE REPORT PROVIDES A SUMMARY OF STUDY FINDINGS AND RECOMMENDATIONS, A BRIEF OVERVIEW OF THE EXISTING STATE SCHOOL SUPPORT PROGRAM IN SOUTH DAKOTA, A COMPLETE REPORT AND SUMMARY OF THE FINDINGS OF EACH OF SEVEN SPECIAL STUDIES, AND RECOMMENDATIONS FOR IMPROVING THE SOUTH DAKOTA STATE SCHOOL FINANCE PROGRAM. SPECIAL STUDIES INCLUDED IN THE REPORT INCLUDE A STUDY AND ANALYSIS OF THE SPARSITY FACTOR IN THE APPORTIONMENT OF SOUTH DAKOTA STATE SCHOOL SUPPORT FUNDS, AN EXAMINATION OF THE ECONOMIC STATUS OF TEACHING PERSONNEL, A COMPARISION OF FISCAL ABILITY AND FISCAL EFFORT AMONG DISTRICTS, COST INDICES FOR EDUCATIONAL PROGRAMS IN SOUTH DAKOTA, AN ANALYSIS OF SCHOOL DISTRICT ORGANIZATION, AN EXAMINATION OF THE FINANCING OF PUBLIC SCHOOL CONSTRUCTION, AND AN ANALYSIS AND ASSESSMENT OF SOUTH DAKOTA'S PUBLIC TRANSPORTATION PROGRAM. (AUTHOR/DN)

DESRCIPTORS

CAPITAL OUTLAY (FOR FIXED ASSETS)
EDUCATIONAL NEEDS
ELEMENTARY SECONDARY EDUCATION
FISCAL CAPACITY
RESOURCE ALLOCATIONS
SCHOOL ORGANIZATION
STATE AID
TAX EFFORT
EDUCATIONAL FINANCE
EDUCATIONAL PROGRAMS
FINANCE REFORM
PROGRAM COSTS
SCHOOL CONSTRUCTION
SCHOOL SUPPORT
STUDENT TRANSPORTATION
TEACHER WELFARE

IDENTIFIERS

SOUTH DAKOTA

EDRS PRICE MF-$0.76 HC-$12.05 PLUS POSTAGE

JGG 10.619 STUDENT TRANSPORTATION

REPORT NUMBER ED100069

TITLE THE ENERGY CRISIS IN THE PUBLIC SCHOOLS; ALTERNATIVE SOLUTIONS.

AUTHOR(S) GROSSBACH, WILMAR; SHAFFER, WILLIAM

SOURCE VENTURA COUNTY SUPERINTENDENT OF SCHOOLS, CALIF.

NOTE 88 P.

PUB DATE 74

ABSTRACT

ONE HUNDRED AND EIGHTY SCHOOL PERSONNEL HELD A WORKSHOP WITH REPRESENTATIVES OF THE PETROLEUM, NATURAL GAS, AND ELECTRICAL POWER INDUSTRIES. THE OBJECTIVES OF THE WORKSHOP WERE (1) TO PROVIDE PARTICIPANTS WITH A COMMON BODY OF KNOWLEDGE AND A COMMON UNDERSTANDING OF THE ENERGY CRISIS AND ITS IMPLICATIONS FOR THE PUBLIC SCHOOLS, (2) TO DELINEATE PROCEDURES THAT SCHOOL DISTRICTS CAN USE TO CONSERVE ENERGY, AND (3) TO IDENTIFY PROBLEMS AND PROBLEM AREAS CREATED BY THE ENERGY SHORTAGE AND TO SEEK SOLUTIONS THROUGH COOPERATIVE PLANNING. AFTER A GENERAL SESSION, PARTICIPANTS WERE DIVIDED INTO SIXTEEN SMALL GROUPS. NINE OF THE GROUPS UTILIZED A BRAINSTORMING TECHNIQUE TO IDENTIFY SOLUTIONS TO PROBLEMS IN THE AREAS OF TRANSPORTATION OF PUPILS, ADMINISTRATION, REGULAR CLASSROOMS, SPECIALIZED CLASSROOMS, CLASSROOM USES OUTSIDE THE REGULAR SCHOOL DAY, EXTRA CURRICULAR ACTIVITIES, MAINTENANCE, AND FOOD SERVICES. THE REMAINING GROUPS INCORPORATED PROBLEMSOLVING TECHNIQUES INTO THEIR RESPONSES TO THE FOLLOWING HYPOTHETHICAL SITUATIONS: DELAY IN DELIVERY OF INSTRUCTIONAL SUPPLIES, BLACKOUTS, DIESEL FUEL REDUCTION, GASOLINE REDUCTION, NATURAL GAS REDUCTION, ELECTRICAL POWER REDUCTION, AND INCREASE IN BUS RIDERS. A BIBLIOGRAPHY OF ADDITIONAL REFERENCE MATERIALS IN PROVIDED. (AUTHOR/MLF)

DESCRIPTORS

ADMINISTRATOR GUIDES
ECOLOGICAL FACTORS
ENERGY CONSERVATION
FUEL CONSUMPTION
SCHOOL BUSES
SCHOOL MAINTENANCE
UTILITIES
DEPLETED RESOURCES
ELEMENTARY SECONDARY EDUCATION
FOOD SERVICE
PROBLEM SOLVING
SCHOOL INDUSTRY RELATIONSHIP
STUDENT TRANSPORTATION

AVAILABILITY: VENTURA COUNTY SUPERINTENDENT OF SCHOOLS, COUNTY OFFICE BUILDING, VNETURA, CALIFORNIA 93001 ($2.00)

EDRS PRICE MF-$0.76 HC-$4.43 PLUS POSTAGE

JGG 10.619 STUDENT TRANSPORTATION

REPORT NUMBER ED098693

TITLE COST ANALYSIS FOR REGIONAL TRANSPORTATION SYSTEM. CRTR-36.

AUTHOR(S) BAYLISS, EDWARD T.

SOURCE CONCORD RESEARCH CORP., BEDFORD, MASS.

NOTE 31 P.

PUB DATE 25 APR 74

ABSTRACT

THE EDUCATION COOPERATIVE (TEC) COMPOSED OF NINE CONTIGUOUS MASSACHUSETTS TOWNS (DEDHAM, NATICK, NEEDHAM, NORWOOD, WALPOLE, WAYLAND, WELLESLEY, WESTON, AND WESTWOOD) IS EXPLORING THE POSSIBLE DEVELOPMENT OF A REGIONAL TRANSPORTATION SYSTEM TO SERVE THE SPECIAL EDUCATION PUPILS WITHIN THESE COMMUNITIES. THIS REPORT DESCRIBES THE PLANNING REQUIRED AND EVALUATES THE POTENTIAL SAVINGS OF SUCH A SYSTEM. THE OBJECTIVE OF THE STUDY WAS TO DEVELOP A MODEL FOR SHARING THE TRANSPORTATION OF THE SPECIAL EDUCATION CHILDREN OF THE NINE CONTIGUOUS TEC TOWNS. SOME OF THE GENERAL SUBOBJECTIVES ARE: TO DEMONSTRATE A SAVINGS IN THE OPERATION OF THE TRANSPORTATION SYSTEM, TO IMPROVE SERVICE QUALITY AND CONSISTENCY, AND TO CENTRALIZE TRANSPORTATION ADMINISTRATION TO FOSTER CONTINUED EFFICIENCY AND CONTROL. ANCILLIARY OBJECTIVES ARE TO SUGGEST LEGISLATION, TO FACILITATE COOPERATIVE ACTION AMONG SCHOOL DISTRICTS, AND TO ENCOURAGE OTHER TOWNS TO JOIN IN UNDERTAKING COOPERATIVE ENTERPRISES. THE REPORT DESCRIBES THE DEVELOPMENT OF A CENTRALIZED OFFICE TO COORDINATE TRANSPORTATION ACTIVITIES AND TO HANDLE THE DATA NEEDS OF THOSE ACITIVITES, PRESENTS COSTS ANALYSES OF THE CURRENT TRANSPORTATION OPERATION AND OF THE PROJECTED REGIONAL TRANSPORTATION SYSTEM, AND PRESENTS SOME COST COMPARISONS AND RECOMMENDATIONS FOR FURTHER ACTION. (AUTHOR/DN)

DESCRIPTORS

CENTRALIZATION
COST EFFECTIVENESS
MODELS
PROGRAM COSTS
REGIONAL PROGRAMS
STUDENT TRANSPORTATION
COOPERATIVE PLANNING
ELEMENTARY SECONDARY EDUCATION
OPERATIONS RESEARCH
REGIONAL COOPERATION
SPECIAL EDUCATION
SYSTEMS ANALYSIS

IDENTIFIERS

MASSACHUSETTS

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE

JGH 10.620 SCHOOL LUNCH SERVICE

REPORT NUMBER ED117836

TITLE NATIONAL SCHOOL LUNCH ACT AND CHILD NUTRITION ACT OF 1966. AMENDMENTS OF 1975. REPORT TOGETHER WITH ADDITIONAL, MINORITY, SUPPLEMENTAL AND INDIVIDUAL VIEWS TO ACCOMPANY H.R. 4222. 94TH CONGRESS, FIRST SESSION.

SOURCE CONGRESS OF THE U.S., WASHINGTON, D.C. HOUSE COMMITTEE ON EDUCATION AND LABOR.

NOTE 53 P.; RELATED DOCUMENTS ARE EA 007 893 AND EA 007 895

PUB DATE 17 MAR 75

ABSTRACT

THIS PUBLICATION REPORTS THE CONSIDERATIONS AND ACTIONS OF THE COMMITTEE ON EDUCATION AND LABOR, TO WHICH WAS REFERRED H.R. 4222 TO AMEND THE NATIONAL SCHOOL LUNCH AND CHILD NUTRITION ACTS IN ORDER TO EXTEND AND REVISE THE SPECIAL FOOD SERVICE PROGRAM FOR CHILDREN AND THE SCHOOL BREAKFAST PROGRAM, AND FOR OTHER PURPOSES RELATED TO STRENGTHENING THE SCHOOL LUNCH AND CHILD NUTRITION PROGRAMS. A SHORT EXPLANATION SUMMARIZES THE AMENDMENT FOLLOWED BY A HISTORY OF THE PROGRAMS. THE MAJOR PROVISIONS OF THE BILL ARE OUTLINED. COMMITTEE CONSIDERATIONS ARE SUMMARIZED FOLLOWED BY A SECTION-BY-SECTION ANALYSIS OF THE AMENDMENT. THE TEXT OF THE NATIONAL SCHOOL LUNCH ACT AND THE CHILD NUTRITION ACT OF 1966 WITH CHANGES MADE BY THE AMENDMENTS OF 1975 FOLLOWS. ADDITIONAL VIEWS AND MINORITY VIEWS CONCLUDE THE REPORT. (MLF)

DESCRIPTORS

BREAKFAST PROGRAMS
FEDERAL AID
FEDERAL PROGRAMS
LUNCH PROGRAMS
ELEMENTARY SECONDARY EDUCATION
FEDERAL LEGISLATION
FOOD SERVICE
NUTRITION

IDENTIFIERS

CHILD NUTRITION ACT 1966
NATIONAL SCHOOL LUNCH ACT

EDRS PRICE MF-$0.83 HC-$3.50 PLUS POSTAGE

JGH 10.620 SCHOOL LUNCH SERVICE

REPORT NUMBER ED117835

TITLE NATIONAL SCHOOL LUNCH ACT AND CHILD NUTRITION ACT OF 1966. AMENDMENTS OF 1975. REPORT ON H.R. 4222, 94TH CONGRESS, FIRST SESSION. CALENDAR NO. 251.

SOURCE CONGRESS OF THE U.D., WASHINGTON, D.C. SENATE COMMITTEE ON AGRICULTURE AND FORESTRY.

NOTE 89 P.; RELATED DOCUMENTS ARE EA 007 894-895

PUB DATE JUN 75

ABSTRACT

THIS PUBLICATION REPORTS THE CONSIDERATIONS AND ACTIONS OF A SUBCOMMITTEE, TO WHICH WAS REFERRED H.R. 4222 TO AMEND THE NATIONAL SCHOOL LUNCH ACT AND THE CHILD NUTRITION ACT OF 1966 IN ORDER TO EXTEND AND REVISE THE SPECIAL FOOD SERVICE PROGRAM FOR CHILDREN AND THE SCHOOL BREAKFAST PROGRAM, AND FOR OTHER PURPOSES RELATED TO STRENGTHENING THE SCHOOL LUNCH AND CHILD NUTRITION PROGRAMS. A SHORT EXPLANATION SUMMARIZES THE AMENDMENT FOLLOWED BY THE TEXT OF H.R. 4222 WITH THE COMMITTEE AMENDMENT SUBSTITITE INSERTED. THE REPORT THEN PRESENTS THE BACKGROUND AND NEED FOR LEGISLATION FOR THE CHILD NUTRITION PROGRAMS. COMMITTEE CONSIDERATIONS ARE SUMMARIZED FOLLOWED BY A SECTION-BY-SECTION ANALYSIS OF THE AMENDMENT. PREPARED STATEMENTS FROM PERSONS REPRESENTING GOVERNMENT DEPARTMENTS ARE INCLUDED. THE TEXT OF THE NATIONAL SCHOOL LUNCH ACT AND THE CHILD NUTRITION ACT OF 1966 WITH CHANGES MADE BY THE AMENDMENTS OF 1975 CONCLUDES THE REPORT. (MLF)

DESCRIPTORS
BREAKFAST PROGRAMS
FEDERAL AID
FEDERAL PROGRAMS
LUNCH PROGRAMS
ELEMENTARY SECONDARY EDUCATION
FEDERAL LEGISLATION
FOOD SERVICE
NUTRITION

IDENTIFIERS
CHILD NUTRITION ACT 1966
NATIONAL SCHOOL LUNCH ACT

EDRS PRICE MF-$0.83 HC-$4.67 PLUS POSTAGE

JGH 10.620 SCHOOL LUNCH SERVICE

REPORT NUMBER ED117792

TITLE CHILD NUTRITION PROGRAMS. HEARINGS BEFORE THE SUBCOMMITTEE ON AGRICULTURAL RESEARCH AND GENERAL LEGISLATION OF THE COMMITTEE ON AGRICULTURE AND FORESTRY. UNITED STATES SENATE, NINETY-FOURTH CONGRESS. FIRST SESSION ON S.850, S.891, S.894, S.882, AND S.1309, APRIL 22 AND 24, 1975.

SOURCE CONGRESS OF THE U.S., WASHINGTON, D.C. SENATE COMMITTEE ON AGRICULTURE AND FORESTRY.

NOTE 312 P.

PUB DATE APR 75

ABSTRACT

THIS PUBLICATION IS A COMPREHENSIVE RECORD OF TESTIMONY AND EXHIBITS PRESENTED TO A SUBCOMMITTEE OF THE COMMITTEE ON AGRICULTURE AND FORESTRY OF THE U.S. SENATE DURING HEARINGS ON FIVE PROPOSED BILLS THAT WOULD HAVE EXTENDED AND/OR REVISED THE VARIOUS CHILD NUTRITION PROGRAMS FINANCED BY THE FEDERAL GOVERNMENT. THE HARINGS WERE CONDUCTED ON APRIL 22 AND APRIL 24, 1975, AND WERE CONCERNED WITH THE FOLLOWING LEGISLATION: S.850, A BILL TO AMEND THE NATIONAL SCHOOL LUNCH ACT AND CHILD NUTRITION ACT IN ORDER TO EXTEND AND REVISE THE SPECIAL FOOD SERVICE PROGRAM FOR CHILDREN, THE SPECIAL SUPPLEMENTAL FOOD PROGRAM, AND THE SCHOOL BREAKFAST PROGRAM; S.882, A BILL TO EXTEND AND REVISE THE SPECIAL SUPPLEMENTAL FOOD PROGRAM; S.891, A BILL TO AMEND THE NATIONAL SCHOOL LUNCH ACT AND THE CHILD NUTRITION ACT OF 1966 TO AUTHORIZE ADDITIONAL APPROPRIATIONS; S.894, A BILL TO ESTABLISH A UNIVERSAL FOOD SERVICE PROGRAM FOR CHILDREN; AND S.1309, A BILL TO AMEND THE NATIONAL SCHOOL LUNCH ACT TO ASSURE THAT THE SCHOOL FOOD SERVICE PROGRAM IS MAINTAINED. TESTIMONY AND EXHIBITS ARE PRESENTED CHRONOLOGICALLY AND INDEXED ALPHABETICALLY BY WITNESSES' NAMES. (JG)

DESCRIPTORS

BREAKFAST PROGRAMS
EDUCATIONAL FINANCE
ELEMENTARY SECONDARY EDUCATION
FEDERAL GOVERNMENT
FEDERAL PROGRAMS
NUTRITION
CHILD WELFARE
EDUCATIONAL LEGISLATION
FEDERAL AID
FEDERAL LEGISLATION
LUNCH PROGRAMS

IDENTIFIERS

CHILD NUTRITION ACT 1966
NATIONAL SCHOOL LUNCH ACT

EDRS PRICE MF-$0.83 HC-$16.73 PLUS POSTAGE

JGH 10.620 SCHOOL LUNCH SERVICE

REPORT NUMBER ED111085

TITLE SCHOOL FOOD SERVICES HANDBOOK NUMBER 8.

SOURCE NEW YORK STATE EDUCATION DEPT., ALBANY. DIV. OF EDUCATIONAL MANAGEMENT SERVICES.

NOTE 122 P.

PUB DATE 75

ABSTRACT

TODAY'S SCHOOL FOOD SERVICES PROGRAMS IN NEW YORK STATE'S SCHOOLS ARE A MASSIVE UNDERTAKING ENTAILING THE EXPENDITURE OF $260 MILLION IN FEDERAL, STATE, AND LOCAL, FUNDS EACH YEAR. TO ASSIST SCHOOLS IN THIS SUBSTANTIAL ENTERPRISE, THIS REVISED HANDBOOK PRESENTS RULES AND RECOMMENDATIONS ON RESPONSIBILITIES OF THE BOARD, TYPES OF FOOD SERVICES, PERSONNEL AND FINANCING, MANAGEMENT ASPECTS, AND PRIVATE CONTRACTORS. APPENDIXES CONTAIN SAMPLE FORMS USED IN THE PROGRAMS. (AUTHOR/MLF)

DESCRIPTORS

BREAKFAST PROGRAMS
FINANCIAL SUPPORT
FOOD STANDARDS
LUNCH PROGRAMS
NUTRITION INSTRUCTION
SCHOOL DISTRICTS
ELEMENTARY SECONDARY EDUCATION
FOOD HANDLING FACILITIES
GUIDELINES
MANAGEMENT
PERSONNEL
SCHOOL SERVICES

IDENTIFIERS

NEW YORK

EDRS PRICE MF-$0.76 HC-$5.70 PLUS POSTAGE

JGH 10.620 SCHOOL LUNCH SERVICE

REPORT NUMBER ED109804

TITLE FOOD SERVICE FACILITIES.

AUTHOR(S) RIFENBARK, RAY

NOTE 22 P.

PUB DATE 75

ABSTRACT

THIS ANNOTATED BIBLIOGRAPHY INCLUDED SUMMARIES OF 14 ARTICLES AND ONE REPORT DEALING WITH THE TOPIC OF SCHOOL AND COLLEGE FOOD SERVICE PROGRAMS. A BRIEF INTRODUCTION DISCUSSES THE CURRENT TREND TOWARD MORE DIVERSIFIED USE OF FOOD SERVICE FACILITIES AND DESCRIBES RECENT INNOVATIONS IN THE PREPARATION AND DISTRIBUTION OF STUDENTS' MEALS. MANY OF THE PUBLICATIONS CITED EXAMINE POSSIBILITIES FOR INCREASING THE ECONOMIC EFFICIENCY OF FOOD SERVICE PROGRAMS BY PREPARING MEALS IN ADVANCE AT A CENTRALIZED FOOD PREPARATION CENTER. ANNOTATIONS RANGE FROM APPROXIMATELY 125 TO 250 WORDS. (JG)

DESCRIPTORS

ANNOTATED BIBLIOGRAPHIES
ELEMENTARY SECONDARY EDUCATION
FOOD SERVICE
LUNCH PROGRAMS
PROGRAM PLANNING
REFERENCE MATERIALS
DINING FACILITIES
FOOD HANDLING FACILITIES
HIGHER EDUCATION
PROGRAM COSTS
PUBLICATIONS

EDRS PRICE MF-$0.76 PLUS POSTAGE. HC NOT AVAILABLE FROM EDRS.

JGH 10.620 SCHOOL LUNCH SERVICE

REPORT NUMBER ED109766

TITLE FOOD MANAGEMENT SYSTEM--DAILY PRODUCTION REPORTS: GENERAL DESCRIPTION AND USERS GUIDE. PROJECT SIMU-SCHOOL: DALLAS COMPONENT.

AUTHOR(S) CRONSHEY, RAYMOND W.; DUNKLAU, M. WILLIAM

SOURCE DALLAS INDEPENDENT SCHOOL DISTRICT, TEX. DEPT. OF RESEARCH AND EVALUATION.

NOTE 58 P.; RELATED DOCUMENTS ARE EA 007 350-354

PUB DATE FEB 75

ABSTRACT

THIS BOOKLET DESCRIBES THE DAILY PRODUCTION REPORTS SUBSYSTEM OF THE SCHOOL FOOD MANAGEMENT SYSTEM, A COMPUTER PROGRAM PACKAGE DEVELOPED AS ONE PART OF A FAMILY OF EDUCATIONAL MANAGEMENT SYSTEMS. THE DAILY PRODUCTION REPORTS SYSTEM PRODUCES TWO MAJOR TYPES OF REPORTS ON A DAILY BASIS. BUSINESS ANALYSIS REPORTS DISPLAY ALL FOOD SERVICE COSTS, AS WELL AS EXPECTED AND ACTUAL CASH RECEIPTS. FUNCTIONAL MANAGEMENT REPORTS DISPLAY DETAILED DATA ABOUT EACH FOOD ITEM SERVED AT EACH CAFETERIA AND ARE USEFUL IN ANALYZING STUDENTS' FOOD PREFERENCES. THE BOOKLET IS ORGANIZED INTO TWO SECTIONS--A BRIEF GENERAL DESCRIPTION AND A USER'S GUIDE, WHICH PROVIDES A DETAILED EXPLANANTION OF HOW TO USE THE PROGRAMS. NUMEROUS EXAMPLES OF VARIOUS PROGRAM FUNCTIONS, INPUT, AND OUTPUT ARE PRESENTED THROUGHOUT THE BOOKLET. (AUTHOR/JG)

DESCRIPTORS

COMPUTER ORIENTED PROGRAMS
DATA ANALYSIS
EDUCATIONAL FINANCE
FOOD SERVICE
MANAGEMENT SYSTEMS
SCHOOL ACCOUNTING
COMPUTER PROGRAMS
EDUCATIONAL ADMINISTRATION
ELEMENTARY SECONDARY EDUCATION
LUNCH PROGRAMS
PROGRAM GUIDES

IDENTIFIERS

DAILY PRODUCTION REPORTS
ESEA TITLE III
SCHOOL FOOD MANAGEMENT SYSTEM
ELEMENTARY SECONDARY EDUCATION ACT I
ITLE III
PROJECT SIMU SCHOOL

EDRS PRICE MF-$0.76 HC-$3.32 PLUS POSTAGE

JGH 10.620 SCHOOL LUNCH SERVICE

REPORT MEMBER ED099981

TITLE TO AMEND THE NATIONAL SCHOOL LUNCH ACT. HEARING BEFORE THE GENERAL SUBCOMMITTEE ON EDUCATION OF THE COMMITTEE ON EDUCATION AND LABOR, HOUSE OF REPRESENTATIVES, NINETY-THIRD CONGRESS, SECOND SESSION ON H.R. 13168.

SOURCE CONGRESS OF THE U.S., WASHINGTON, D.C. HOUSE COMMITTEE ON EDUCATION AND LABOR.

NOTE 54 P.; A BILL TO AMEND THE NATIONAL SCHOOL LUNCH ACT, TO AUTHORIZE THE USE OF CERTAIN FUNDS TO PURCHASE AGRICULTURAL COMMODITIES FOR DISTRIBUTION TO SCHOOLS, AND FOR OTHER PURPOSES

PUB DATE APR 74

ABSTRACT

THIS IS A COMPREHENSIVE RECORD OF A HEARING HELD BEFORE THE GENERAL SUBCOMMITTEE ON EDUCATION ON APRIL 22, 1974. ITS PURPOSE WAS TO HEAR TESTIMONY ON H.R. 13168, A PROPOSED AMENDMENT TO THE NATIONAL SCHOOL LUNCH ACT THAT WOULD AUTHORIZE CONTINUED PURCHASE OF COMMODITIES AT MARKET PRICE FOR DISTRIBUTION TO SCHOOLS, DOMESTIC RELIEF AGENCIES, AND OTHER DOMESTIC FOOD ASSISTANCE PROGRAMS. THE DEPARTMENT OF AGRICULTURE PROPOSED ELIMINATION OF THE COMMODITY PURCHASE PROGRAM IN FAVOR OF CASH PAYMENTS TO ENABLE FOOD ASSISTANCE PROGRAMS TO PURCHASE THEIR OWN COMMODITIES. TESTIMONY WAS DELIVERED BY REPRESENTATIVES OF THE DEPARTMENT OF AGRICULTURE, OFFICIALS OF VARIOUS STATE AND CITY SCHOOL FOOD PROGRAMS, AND A REPRESENTATIVE OF THE PEANUT BUTTER MANUFACTURERS AND NUT SALTERS ASSOCIATION. INCLUDED IN THE REPORT ARE PREPARED STATEMENTS SUBMITTED BY SEVERAL OF THE WITNESSES, AS WELL AS BY INTERESTED PARTIES NOT PRESENT AT THE HEARING. (JG)

DESCRIPTORS

BREAKFAST PROGRAMS
ELEMENTARY SECONDARY EDUCATION
FOOD SERVICE
POVERTY PROGRAMS
SCHOOL SUPPORT
EDUCATIONAL ECONOMICS
FEDERAL AID
LUNCH PROGRAMS
SCHOOL SERVICES

IDENTIFIERS

NATIONAL SCHOOL LUNCH ACT

EDRS PRICE MF-$0.76 HC-$3.32 PLUS POSTAGE

JGH 10.620 SCHOOL LUNCH SERVICE

REPORT NUMBER ED099347

TITLE OPTIMIZING THE EFFECTIVENESS OF SCHOOL FOOD PROGRAMS FOR FEEDING AND EDUCATING CHILDREN IN NORTH CAROLINA. TECHNICAL REPORT.

AUTHOR(S) JOHNSON, GLENDA N., COMP.

SOURCE NORTH CAROLINA STATE UNIV., RALEIGH. DEPT. OF FOOD SCIENCE.

NOTE 174 P.

PUB DATE 74

ABSTRACT

THIS STUDY CONCERNS THE NUTRITIONAL HABITS AND KNOWLEDGE OF ELEMENTARY AND SECONDARY STUDENTS IN NORTH CAROLINA. IT WAS HYPOTHESIZED THAT NUTRITIONAL EDUCATION WOULD INFLUENCE THE AMOUNT AND KINDS OF FOOD CONSUMED AND POSSIBLE STUDENT ATTITUDES TOWARD THE SCHOOL LUNCH PROGRAM. THE PROJECT WAS CARRIED OUT IN A 2-YEAR EXPERIMENTAL PROGRAM. DURING THE FIRST YEAR, ELEMENTARY, JUNIOR HIGH, AND HIGH SCHOOL STUDENTS WERE QUERIED BEFORE AND AFTER NUTRITIONAL EDUCATION CLASSES TO MEASURE WEIGHT AND NUTRIENT ANALYSIS OF FOOD REFUSE, STUDENT ATTITUDES AND STUDENT RATINGS OF ACCEPTABILITY OF FOOD ITEMS. RESULTS OF THIS PHASE INDICATE THAT ELEMENTARY SCHOOL CHILDREN BELOW THE FIFTH GRADE MIGHT BE MORE AMENABLE TO CHANGES IN DIETARY HABITS AND ATTITUDES DUE TO NUTRITION EDUCATION. STUDIES DURING THE SECOND YEAR FOCUSED ON PRIMARY GRADES. ALSO INCLUDED IN THIS STUDY ARE INFORMATION ABOUT CURRICULUM DEVELOPMENT AND INSERVICE TRAINING OF TEACHERS, DETAILS OF PURPOSES, PROPOSED METHODS FOR ACCOMPLISHING GOALS, RESULTS, STATISTICAL ANALYSES, AND SAMPLE TEST. (JCW)

DESCRIPTORS

EATING HABITS
FOODS INSTRUCTION
LUNCH PROGRAMS
NUTRITION INSTRUCTION
STATISTICAL DATA
TESTS
ELEMENTARY SECONDARY EDUCATION
INSERVICE TEACHER EDUCATION
NUTRITION
PRIMARY EDUCATION
STUDENT ATTITUDES
VISUAL MEASURES

EDRS PRICE MF-$0.76 HC-$8.24 PLUS POSTAGE

JH 10.621 STUDENT ACTIVITIES

REPORT NUMBER EJ015821

TITLE BOARMEN WONDER AND WINCE, BUT STUDENT FREEDOMS DON'T FOLD OR FADE

AUTHOR(S) HUDGINS, H. C.

PUB DATE 70 FEB

ABSTRACT

EXAMPLES OF RECENT COURT DECISION INVOLVING HIGH SCHOOL STUDENTS AND SCHOOL AUTHORITIES ILLUSTRATE THE CURRENT THINKING OF THE COURTS ON THE FREEDOM OF THE STUDENT PRESS. (MF)

DESCRIPTORS

BOARDS OF EDUCATION
COURT LITIGATION
SCHOOL NEWSPAPERS
CIVIL LIBERTIES
SCHOOL ADMINISTRATION
SCHOOL SUPERINTENDENTS

CITATION AMER SCH BOARD J; 157; 8; 35-36

JHCC 10.626 STUDENT PUBLICATIONS

REPORT NUMBER ED095558

TITLE PRIOR RESTRAINT IN HIGH SCHOOL: DOES IT VIOLATE STUDENTS' FIRST AMENDMENT RIGHTS?

AUTHOR(S) TRAGER, ROBERT E.

NOTE 13 P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE ASSOCIATION FOR EDUCATION IN JOURNALISM (57TH, SAN DIEGO, CALIFORNIA, AUGUST 18-21, 1974)

PUB DATE AUG 74

ABSTRACT

THIS SUPREME COURT OF THE UNITED STATES HAS ISSUED THREE SIGNIFICANT RULINGS ON THE QUESTION OF PRIOR RESTRAINT BY GOVERNMENT OFFICIALS OF MATERIAL TO BE PUBLISHED IN PRINT MEDIA. EACH TIME IT RULED THAT ONLY IN EXCEPTIONAL CIRCUMSTANCES WILL PRIOR RESTRAINT BE PERMITTED. LOWER FEDERAL COURTS HAVE NOT TAKEN THE SAME VIEW REGARDING PRIOR RESTRAINT IN PUBLIC HIGH SCHOOLS. SEVERAL HAVE HALD THAT SCHOOL OFFICIALS MAY CENSOR MATERIAL BEFORE PUBLICATION IN HIGH SCHOOL STUDENT NEWSPAPERS OR PERIODICALS, WHETHER SCHOOL-SPONSORED OR NOT. HOWEVER, ONE CIRCUIT COURT OF APPEALS HAS TAKEN A STRONG STANCE IN OPPOSITION TO HIGH SCHOOL PRECENSORSHIP, HOLDING THAT WHILE PUNISHMENT MAY BE IMPOSED AFTER PUBLICATION OF MATERIAL THAT IS NOT OTHERWISE PROTECTED, PRIOR RESTRAINT IS PERMITTED ON THE SECONDARY LEVEL ONLY UNDER HIGHLY UNUSUAL CONDITIONS. WHILE SCHOOL OFFICIALS MAY ESTABLISH REASONABLE RULES REGARDING TIME, PLACE, AND MANNER OF DISTRIBUTION OF STUDENT PUBLICATIONS, A READING OF THE TINKER CASE INDICATES THAT PRIOR CENSORSHIP MAY NOT BE PERMISSIBLE IN THE HIGH SCHOOL. THE CONFLICT AMONG THE CIRCUIT COURTS OF APPEALS, HOWEVER, SEEMINGLY CAN ONLY BE RESOLVED BY THE SUPREME COURT. (AUTHOR/TO)

DESCRIPTORS
CENSORSHIP
EDUCATIONAL LEGISLATION
JOURNALISM
SCHOOL LAW
SCHOOL POLICY
STUDENT PUBLICATIONS
COURT LITIGATION
FREEDOM OF SPEECH
SCHOOL ADMINISTRATION
SCHOOL NEWSPAPERS
SECONDARY EDUCATION
STUDENT RIGHTS

IDENTIFIERS
TINKER VS DES MOINES INDEPENDENT SCHOOL DISTRICT

EDRS PRICE MF-$0.76 HC-$1.56 PLUS POSTAGE

JJ 10.629 EMPLOYMENT OF STUDENTS

REPORT NUMBER ED114514

TITLE CAREER AND COATIONAL EDUCATION IN GEORGIA. A PROGRAM MANUAL FOR LOCAL SYSTEMS.

SOURCE GEORGIA STATE DEPT. OF EDUCATION, ATLANTA, DIV. OF VOCATIONAL EDUCATION.

NOTE 99 P.

PUB DATE 75

ABSTRACT

THE MANUAL WAS DESIGNED FOR USE BY LOCAL SCHOOL SYSTEMS IN ORDER TO MAINTAIN A COMPREHENSIVE PROGRAM OF CAREER AND VOCATIONAL EDUCATION IN THE STATE OF GEORGIA. THE PROGRAM INCLUDES, BUT IS NOT LIMITED TO ELEMENTARY CAREER DEVELOPMENT PROGRAMS, JUNIOR HIGH EXPLORATORY AND PRE-VOCATIONAL PROGRAMS, SECONDARY VOCATIONAL CLUSTER AND COOPERATIVE PROGRAMS, POSTSECONDARY AND ADULT PROGRAMS OF TECHNICAL AND SKILLED TRAINING, JOB PLACEMENT, WORK STUDY, AND VOCATIONAL GUIDANCE. THE COMPREHENSIVE PROGRAM OF CAREER AND VOCATIONAL EDUCATION IS DESCRIBED IN DETAIL IN THE MANUAL, PROVIDING INFORMATION TO HELP LOCAL SCHOOL SYSTEMS FORMULATE AND PREPARE LOCAL PLANS FOR VOCATIONAL EDUCATION. INFORMATION REGARDING THE PROGRAM'S PURPOSE, TYPE OF PROGRAM AND LEVEL, METHODS, PERSONNEL REQUIREMENTS, CONTACT PERSON, FUNDING SOURCES, AND REFERENCES ARE PROVIDED FOR THE FOLLOWING COMPREHENSIVE PRE-VOCATIONAL AND VOCATIONAL HIGH SCHOOL PROGRAMS: AGRICULTURAL, BUSINESS AND OFFICE, VOCATIONAL OFFICE, CONSUMER AND HOMEMAKING, OCCUPATIONAL HOME ECONOMICS, DISTRIBUTIVE, INDUSTRIAL ARTS, TRADE AND INDUSTRIAL, AND DIVERSIFIED COOPERATIVE TRAINING. ALSO TREATED ARE PROGRAMS FOR STUDENTS WITH SPECIAL NEEDS, FINANCE AND REIMBURSEMENT, AND DEFINITION OF TERMS. (VA)

DESCRIPTORS

CAREER EDUCATION
COMPREHENSIVE PROGRAMS
FINANCIAL SUPPORT
MASTER PLANS
POST SECONDARY EDUCATION
PROGRAM PLANNING
VOCATIONAL EDUCATION
CAREER EXPLORATION
ELEMENTARY SECONDARY EDUCATION
JOB PLACEMENT
PERSONNEL NEEDS
PREVOCATIONAL EDUCATION
STATEWIDE PLANNING
WORK STUDY PROGRAMS

IDENTIFIERS

GEORGIA

EDRS PRICE MF-$0.76 HC-$4.43 PLUS POSTAGE

JJ 10.629 EMPLOYMENT OF STUDENTS

REPORT NUMBER ED114475

TITLE BRIDGING THE GAP: A SELECTION OF EDUCATION-TO-WORK LINKAGES: SUPPLEMENTAL REPORT OF THE STATE-LEVEL STUDY IN CAREER EDUCATION.

SOURCE COLLEGE ENTRANCE EXAMINATION BOARD, NEW YORK, N.Y.

NOTE 76 P.; FOR RELATED DOCUMENTS, SEE CE 005 120-121

PUB DATE 18 JUN 75

ABSTRACT

A SELECTION OF 26 OPERATIONAL LINKAGE PROGRAMS ARE DESCRIBED IN THE SUPPLEMENTAL DOCUMENT, PROVIDING CAREER EDUCATION PRACTITIONERS WITH EXAMPLES OF PROGRAM DEVELOPMENT ARE OPERATION IN THE AREA OF SCHOOL-WORK RELATIONSHIPS. THE PROGRAMS ARE GROUPED UNDER FOUR CATEGORIES AND IN TERMS OF THEIR RELATIONSHIP BETWEEN EDUCATION AND WORK: (1) COMMUNICATION, PROGARMS THAT OPEN AVENUES OF INFORMATION EXCHANGE; (2) PARTICIPATION, PROGRAMS THAT FACILITATE RECOMMENDATION AND ADVICE EXCHANGES; (3) SUBSTITUTION, PROGRAMS THAT PERIODICALLY REPLACE SCHOOL SETTING OR TEACHER WITH WORKPLACE AND SUPERVISOR; AND (4) INTEGRATION, PROGRAMS THAT AIM TOWARD MAKING EDUCATION AND WORK A SINGLE PROCESS. INDIVIDUAL PROGRAM DISCUSSIONS INCLUDE TITLE, CONTACT PERSONS, LOCATION, SPECIFIC PROBLEMS ADDRESSED, INTENT, SPECIFIC PROGRAM DESCRIPTION, EDUCATIONAL LEVEL AND TYPE, HISTORY ORGANIZATIONS INVOLVED, FUNDING, AND IMPACT. AN INDEX IS PROVIDED WHICH CROSS REFERENCES EACH PROGRAM BY ITS EDUCATIONAL LEVEL AND THE SERVICE IT PRIMARILY PROVIDES, INCLUDING: CURRICULUM, EVALUATION, GUIDANCE, MANPOWER UTILIZATION, AND PLANNING. (LH)

DESCRIPTORS

CAREER EDUCATION
EDUCATIONAL ASSESSMENT
FINANCIAL SUPPORT
INTERAGENCY COOPERATION
POST SECONDARY EDUCATION
PROGRAM DESCRIPTIONS
PROGRAM EVALUATION
RELEVANCE (EDUCATION)
WORK EXPERIENCE PROGRAMS
CURRICULUM DEVELOPMENT
ELEMENTARY SECONDARY EDUCATION
GUIDANCE PROGRAMS
MANPOWER UTILIZATION
PROGRAM CONTENT
PROGRAM DEVELOPMENT
PROGRAM PLANNING
VOCATIONAL EDUCATION
WORK STUDY PROGRAMS

IDENTIFIERS

SCHOOL WORK RELATIONSHIP

AVAILABILITY: COLLEGE BOARD PUBLICATION ORDERS, BOX 2815, PRINCETON, NEW JERSEY 08540 ($2.75 PER COPY)

EDRS PRICE MF-$0.76 HC-$4.43 PLUS POSTAGE

JJ 10.629 EMPLOYMENT OF STUDENTS

REPORT NUMBER ED112102

TITLE CAREER GOALS OF HOSPITAL SCHOOL OF NURSING SENIORS. REPORT OF A SURVEY.

AUTHOR(S) BLOOM, BARBARA I.

SOURCE AMERICAN HOSPITAL ASSOCIATION, CHICAGO, ILL.

NOTE 73 P.

PUB DATE 75

ABSTRACT

THE REPORT REPRESENTS THE RESULTS OF A 1973 SURVEY OF SENIOR STUDENTS IN HOSPITAL SCHOOLS OF NURSING. PREPARED BY THE AMERICAN HOSPITAL ASSOCIATION (AHA) DIVISION OF CAREER INFORMATION, THE REPORT IS BASED ON DATA COMPILED BY THE AHA DIVISION OF SURVEY RESEARCH. MORE THAN 11,000 STUDENTS IN 388 SCHOOLS COMPELTED AND TRTURNED A QUESTIONNAIRE WHICH WAS DIVIDED INTO THREE MAJOR SECTIONS: CAREER GOALS, CAREER GUIDANCE, AND INDIVIDUAL INFORMATION. SOME OF THE QUESTIONS REQUIRED ONLY CHECKS, OTHER REQUIRED RANKING FACTORS IN ORDER OF IMPORTANCE, AND A FEW ASKED FOR OPEN-ENDED RESPONSES. THE STUDY FINDINGS UNDERSCORE THE INFLUENCE OF THE EDUCATIONAL PROGRAM ON JOB SELECTION. THE MAJOR FINDINGS WERE THAT A LARGE PERCENTAGE OF SENIOR EXPECTED TO CONTINUE THEIR EDUCATION EITHER ON GRADUATION OR IN THE FUTURE, THAT THE MAJORITY WHO HAD ACCEPTED JOB OFFERS SELECTED HOSPITALS AS THEIR FIRST EMPLOYER, THAT CLINICAL EXPERIENCE APPEARS TO INFLUENCE CHOICE OF SPECIALTY, AND THAT MOST STUDENTS WOULD BE WILLING TO WORK IN MANPOWER SHORTAGE AREAS. SEVERAL PAGES OF COMMENTS INTERPRETING THE FINDINGS ARE FOLLOWED BY 41 TABLES OF DATA. AMONG THE APPENDIXES ARE THE SURVEY QUESTIONNAIRE AND TABLES SHOWING BREAKDOWNS OF DATA CONCERNING AHA MEMEBER AND NONMEMBER SCHOOLS AND STATES AND REGIONAL DATA. (AUTHOR/AJ)

DESCRIPTORS

CAREER CHOICE
CLINICAL EXPERIENCE
FACTOR ANALYSIS
HOSPITAL PERSONNEL
JOB APPLICANTS
NATIONAL SURVEYS
NURSING
SPECIALIZATION
STUDENT EXPERIENCE
TABLES (DATA)
CAREER PLANNING
EMPLOYMENT
HEALTH OCCUPATIONS
HOSPITAL SCHOOLS
MEDICAL EDUCATION
NURSES
OCCUPATIONAL GUIDANCE
STUDENT CHARACTERISTICS
STUDENTS
VOCATIONAL COUNSELING

AVAILABILITY: AMERICAN HOSPITAL ASSOCIATION, 840 NORTH LAKE SHORE DRIVE,
CHICAGO, ILLINOIS 60611 ($3.00)

EDRS PRICE MF-$0.76 PLUS POSTAGE. HC NOT AVAILABLE FROM EDRS.

JJ 10.629 EMPLOYMENT OF STUDENTS

REPORT NUMBER ED035375

TITLE A STUDY OF STUDNET FINANCIAL AID IN VIRGINIA.

AUTHOR(S) SCHULTZ, KENNETH

SOURCE VIRGINIA STATE COUNCIL OF HIGHER EDUCATION, RICHMOND.

NOTE 83 P.

PUB DATE NOV 69

ABSTRACT

IN RESPONSE TO A LEGISLATIVE RESOLUTION, THE STATE COUNCIL ESTABLISHED A STUDENT FINANCIAL AID STUDY ADVISORY COMMITTEE COMPOSED OF PUBLIC AND PRIVATE COLLEGE REPRESENTATIVES AND OUTSIDE CONSULTANTS TO DEVELOP A COMPREHENSIVE STUDY OF STUDENT FINANCIAL AID PROGRAMS IN HIGHER EDUCATION IN VIRGINIA. THIS STUDY MAKES AVAILABLE FOR THE FIRST TIME AN INVENTORY OF FINANCIAL AID CURRENTLY AVAILABLE TO STUDENTS IN VIRGINIA COLLEGES AND UNIVERSITIES. DIVIDED INTO 4 PARTS, THE STUDY PROVIDES: 1) AN EVALUATION OF PRESENT STUDENT FINANCIAL AID POLICIES AND PRACTICES; 2) A DISCUSSION OF FINANCIAL AID PHILOSOPHY; 3) AN EVALUATION OF THE ADEQUACY OF EXISTING AID PROGRAMS; AND 4) A PROPOSAL FOR BROADENING FINANCIAL SUPPORT TO MEET PRESENT AND PROJECTED STUDENT FINANCIAL AID NEEDS. THE CONCLUSION IS THAT VIRGINIA FACES A MAJOR CHALLENGE IF IT IS TO KEEP PACE WITH OTHER STATES IN PROVIDING OPPORTUNITIES TO ATTEND COLLEGE AND IF IT IS TO MEET THE FUTURE NEED FOR A WELL-TRAINED LABOR FORCE. TALBES AND A BIBLIOGRAPHY ARE INCLUDED. (DS)

DESCRIPTORS

EDUCATIONAL PHILOSOPHY
EVALUATION
HIGHER EDUCATION
SCHOLARSHIP LOANS
STUDENT LOAD PROGRAMS
EMPLOYMENT
FINANCIAL SUPPORT
SCHOLARSHIP FUNDS
SCHOLARSHIPS
STUDENTS

JQF 10.634 MARRIED STUDENTS

REPORT NUMBER EJ068172

TITLE PUBLIC SCHOOL POLICIES ON MARRIED STUDENTS

AUTHOR(S) BROWN, B. B.

PUB DATE DEC 72

ABSTRACT
REPORT ON TEXAS SCHOOLS AND RELEVANT COURT CASES. (SP)

DESCRIPTORS
COURT CASES
MARITAL STATUS
SCHOOL POLICY
HIGH SCHOOL STUDENTS
SCHOOL LAW
STUDENT RIGHTS

IDENTIFIERS
TEXAS

CITATION EDUCATION DIGEST; 38; 4; 48-9

JQF 10.634 MARRIED STUDENTS

REPORT NUMBER EJ085993

TITLE HIGHS SCHOOLS, MARRIAGE, AND THE FOURTEENTH AMENDMENT

AUTHOR(S) KNOWLES, LAURENCE W.

PUB DATE 72

DESCRIPTORS
CIVIL RIGHTS
EXPULSION
MARRIAGE
SCHOOL ATTENDANCE LEGISLATION
SCHOOL POLICY
COURT CASES
HIGH SCHOOLS
PREGNANCY
SCHOOL LAW
STUDENT RIGHTS

CITATION JOURNAL OF FAMILY LAW; 11; 4; 711-736

JQG 10.635 UNWED MOTHERS

REPORT NUMBER ED070183

TITLE TO PROMOTE COMPREHENSIVE CONTINUING EDUCATION PROGRAMS FOR SCHOOL-AGE PREGNANT GIRLS. ANNUAL REPORT.

AUTHOR(S) HOWARD, MARION

SOURCE CONSORTIUM ON EARLY CHILDBEARING AND CHILDBEARING, WASHINGTON, D.C.; GEORGE WASHINGTON UNIV., WASHINGTON, D.C.

NOTE 125 P.

PUB DATE JUN 72

ABSTRACT

THIS REPORT DESCRIBES A RESEARCH UTILIZATION AND INFORMATION-SHARING EFFORT FOCUSED ON ACHIEVING NATIONAL CHANGE IN EDUCATIONAL POLICIES AND PRACTICES TOWARD SCHOOL-AGE PREGNANT GIRLS AND PROMOTING THE DEVELOPMENT OF COMPREHENSIVE CONTINUING EDUCATION PROGRAMS FOR THEM. AS A RESULT OF THE EFFORT, A NEW FEDERAL EDUCATION POLICY WITH RESPECT TO SCHOOL-AGE PREGNANT STUDENTS AND YOUNG FAMILIES WAS DEVELOPED AND DISSEMINATED. THIS AND OTHER INFORMATION WAS SHARED WITH EDUCATIONAL OFFICIALS ON BOTH FEDERAL AND REGIONAL LEVELS, AND MECHANISMS FOR ONGOING COMMUNICATION AND CONSULTATION WERE DEVELOPED. ON A STATE LEVEL, CHIEF STATE SCHOOL OFFICERS WERE REACHED THROUGH THEIR OWN MEETINGS. IN ADDITION, SOUTHERN STATE EDUCATION OFFICIALS WERE REACHED THROUGH A SPECIAL CONFERENCE FOCUSED SOLELY ON PREGNANT STUDENTS. BACKGROUND MATERIALS AND INFORMATION WERE DISTRIBUTED TO ALL. FINALLY, USEFUL PAMPHLETS AND BOOKLETS (APPENDIXES TO THIS REPORT) WERE PREPARED THAT WILL ENABLE THE PROJECTS AND FEDERAL, REGIONAL, AND STATE EDUCATION OFFICIALS TO AID MORE EFFECTIVELY THOSE WHO WISH TO ESTABLISH COMPREHENSIVE CONTINUING EDUCATION PROGRAMS FOR SCHOOL-AGE PREGNANT GIRLS.(AUTHOR)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
EDUCATION
INFORMATION DISSEMINATION
PREGNANT STUDENTS
SCHOOL LAW
STATE DEPARTMENTS OF EDUCATION
COURT CASES
EDUCATIONAL POLICY
MARITAL STATUS
RESEARCH UTILIZATION
STATE BOARDS OF EDUCATION
STUDENT RIGHTS

IDENTIFIERS

MARRIED STUDENTS

EDRS PRICE MF-$0.75 HC-$5.40 PLUS POSTAGE

JQG 10.635 UNWED MOTHERS

REPORT NUMBER EJ020059

TITLE UNWED MOTHERS WIN RIGHT TO ATTEND PUBLIC SCHOOL

AUTHOR(S) GARBER, LEE O.

PUB DATE 70 APR

ABSTRACT

DESCRIBES TWO RECENT COURT DECISIONS: (1) A SCHOOL BOARD POLICY PROHIBITING UNWED MOTHERS ADMISSION TO PUBLIC SCHOOL WAS CHANGED; (2) A FEDERAL COURT ORDER REQUIRING THE CALIFORNIA STATE BOARD OF EDUCATION TO RETEST AND REEVALUATE IN SPANISH SOME 22,000 MEXICAN AMERICANS PREVIOUSLY CLASSIFIED AS MENTALLY RETARDED WAS OBTAINED. (MF)

DESCRIPTORS

COURT LITIGATION
MENTAL RETARDATION
PUBLIC SCHOOLS
SCHOOL POLICY
INTELLIGENCE TESTS
MEXICAN AMERICANS
SCHOOL LAW
UNWED MOTHERS

CITATION NAT SCH; 85; 4; 81-82

JR 10.636 STUDENT RECORDS

REPORT NUMBER ED065911

TITLE LEGAL ASPECTS OF STUDENT RECORDS. ERIC/CEM STATE-OF-THE-KNOWLEDGE SERIES, NUMBER TWELVE. NOLPE MONOGRAPH SERIES, NUMBER FIVE.

AUTHOR(S) BUTLER, HENRY E., JR.; AND OTHERS

SOURCE NATIONAL ORGANIZATION ON LEGAL PROBLEMS OF EDUCATION, TOPEKA, KANS.

NOTE 70 P.

PUB DATE 72

ABSTRACT

IN THIS MONOGRAPH, THE AUTHORS EXPLORE AND ENLIGHTEN THE AREA OF STUDENT RECORDS BY RESEARCHING THE HISTORY, ANALYZING THE CASE LAW, AND INTERPRETING THE STATUTES IN THIS SENSITIVE FIELD. THE AUTHORS DISCUSS THE CONFLICT BETWEEN THE STUDENT'S RIGHT TO PRIVACY AND THE PUBLIC'S RIGHT TO KNOW AND SUGGEST A WORKABLE SOLUTION. AFTER REVIEWING THE HISTORY OF THE RIGHT TO PRIVACY, THE AUTHORS ANALYZE CONSTITUTIONAL AND STATUTORY PROVISIONS, LEGAL CASES, AND STATE BOARD OF EDUCATION RULES TO DETERMINE THE LEGAL PRINCIPLES THAT GOVERN THE INSPECTION, COPYING, AND EXPUNGING OF STUDENT RECORDS. IN THE APPENDIXES, THE AUTHORS HAVE PROVIDED (1) A GRAPHIC PRESENTATION THAT COMPARES STATE AND FEDERAL CONSTITUTIONS INSOFAR AS THOSE DOCUMENTS APPLY TO THE INDIVIDUAL'S PRIVACY, (2) AN UP-TO-DATE STATUTORY BIBLIOGRAPHY OF STATE STATUTES, AND (3) A TABULAR SUMMARY OF STATE DEPARTMENT OF EDUCATION RULES CONCERNING STUDENT RECORDS. (AUTHOR/JF)

DESCRIPTORS

BOARD OF EDUCATION POLICY
CONFIDENTIAL RECORDS
SCHOOL ADMINISTRATION
SCHOOL POLICY
STATE LAWS
STUDENT RIGHTS
CONFIDENTIALITY
COURT CASES
SCHOOL LAW
STATE DEPARTMENTS OF EDUCATION
STUDENT RECORDS
STUDENT SCHOOL RELATIONSHIP

IDENTIFIERS

PRIVACY

AVAILABILITY: NATIONAL ORGANIZATION ON LEGAL PROBLEMS OF EDUCATION, 825
WESTERN AVENUE, TOPEKA, KANSAS 66606 ($3.50)

EDRS PRICE MF-$0.75 HC-$3.15 PLUS POSTAGE

JR 10.636 STUDENT RECORDS

REPORT NUMBER ED020032

TITLE A SCHOOL TRANSFER RECORD SYSTEM FOR FARM MIGRANT CHILDREN.

AUTHOR(S) HANEY, GEORGE E.

SOURCE OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

NOTE 30 P.

PUB DATE 65

ABSTRACT

THE LACK OF SCHOOL TRANSFER RECORDS FOR THE CHILDREN OF MIGRANT FARMWORKERS IS A MAJOR PROBLEM IN PROVIDING CONTINUITY IN THE EDUCATIONAL PROGRAM OF THESE YOUNGSTERS. IN AN ATTEMPT TO COORDINATE THE TRANSFER OF MIGRANT FARM CHILDREN, THIS BULLETIN OF PRACTICAL SUGGESTIONS AND SAMPLE FORMS HAS BEEN PREPARED. THE SUGGESTED FORMS FOR USE WITH MIGRANT CHILDREN INCLUDE--(1) A PUPIL'S PORTABLE RECORD WHICH IS DESIGNED FOR THE PUPIL TO CARRY FROM SCHOOL TO SCHOOL, (2) A PARENTAL NOTICE FORM WHICH ENCOURAGES THE PARENTS TO TAKE AN ACTIVE INTEREST IN SCHOOL, (3) TWO REQUEST FORMS FOR SCHOOL AND HEALTH RECORDS, (4) AN ADVANCE NOTIFICATION FORM TO ALERT THE RECEIVING SCHOOL THAT CERTAIN YOUNGSTERS WILL BE ENROLLING IN A SHORT TIME, (5) A PUPIL ENROLLMENT RECORD, AND (6) A SUMMER SCHOOL RECORD. INSTRUCTIONS FOR COMPLETING THESE FORMS ARE INCLUDED IN THE FINAL SECTION OF THE BULLETIN. (ES)

DESCRIPTORS
ENROLLMENT
MIGRANT CHILDREN
PARENT PARTICIPATION
STUDENT RECORDS
TRANSFERS
HEALTH
MIGRANT EDUCATION
SCHOOLS
SUMMER SCHOOLS

IDENTIFIERS
RECORDS

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

JR 10.636 STUDENT RECORDS

REPORT NUMBER EJ056947

TITLE THOSE FILES OF CONFIDENTIAL REFERENCES--ONE SOLUTION

AUTHOR(S) HOPF, JOAN

PUB DATE APR-MAY 72

DESCRIPTORS

CONFIDENTIAL RECORDS	CONFIDENTIALITY
ETHNICS	RECORDS (FORMS)
STUDENT PERSONNEL SERVICES	STUDENT RECORDS

CITATION JOURNAL OF COLLEGE PLACEMENT; 32; 4; 63-65

JR 10.636 STUDENT RECORDS

REPORT NUMBER EJ108423

TITLE LEGAL ASPECTS OF STUDENT RECORDS

AUTHOR(S) BUTLER, HENRY E.; AND OTHERS

PUB DATE W 74

ABSTRACT

A NEW SYSTEM OF RECORD-KEEPING, SEPARATING INFORMATION DEPENDING UPON THE DEGREE OF CONFIDENTIALITY IS PROPOSED. (AUTHOR)

DESCRIPTORS

STUDENT RECORDS	LEGAL RESPONSIBILITY
LAWS	SCHOOLS
CONFIDENTIALITY	COURT CASES

CITATION SCHOOL PSYCHOLOGY DIGEST; 3; 1; 31-43

JR 10.636 STUDENT RECORDS

REPORT NUMBER EJ067452

TITLE THE CARE AND FEEDING OF PUPIL RECORDS. LAW & THE SCHOOL PRINCIPAL.

AUTHOR(S) WALDEN, JOHN C.

PUB DATE NOV 72

ABSTRACT

DISCUSSES THE SCHOOL'S RESPONSIBILITY IN HANDLING STUDENT RECORDS AND THE RIGHTS OF PARENTS TO STUDENT RECORDS. (AUTHOR/DN)

DESCRIPTORS

CONFIDENTIAL RECORDS
LEGAL RESPONSIBILITY
SCHOOL LAW
STUDENT RECORDS
COURT CASES
PARENT SCHOOL RELATIONSHIP
STUDENT EVALUATION
STUDENT RIGHTS

CITATION NATIONAL ELEMENTARY PRINCIPAL; 52; 3; 90-92

JR 10.636 STUDENT RECORDS

REPORT NUMBER EJ062766

TITLE THE LAW AND PUPIL SCHOOL RECORDS: ISSUES AND VIEWS

AUTHOR(S) GEORGE, THOMAS W.

PUB DATE SEP 72

ABSTRACT

THE AUTHOR OUTLINES SOME OF THE PROBLEMS, REVIEWS PERTINENT COURT CASES, AND ADVISES SCHOOL DISTRICTS TO FORMULATE REASONABLE REGULATIONS ON PUPIL RECORD KEEPING. (EDITOR)

DESCRIPTORS

CONFIDENTIAL RECORDS
COURT CASES
STUDENT RECORDS
CONFIDENTIALITY
PARENT SCHOOL RELATIONSHIP
STUDENT RIGHTS

CITATION NASSP BULLETIN; 56; 365; 132-141

JR 10.636 STUDENT RECORDS

REPORT NUMBER EJ023775

TITLE PROPOSED PRINCIPLES FOR THE MANAGEMENT OF SCHOOL RECORDS: EXCERPTS

PUB DATE SEP 70

ABSTRACT

REPRINTED HERE, WITH PERMISSION OF THE RUSSELL SAGE FOUNDATION, SELECTED EXCERPTS FROM GUIDELINES FOR THE COLLECTION, MAINTENANCE, AND DISSEMINATION OF PUPIL RECORDS, PUBLISHED IN 1970. THE DOCUMENT IS THE REPORT OF A WORK CONFERENCE, CONVENED BY TEHE FOUNDATION IN MAY 1969. (AUTHOR)

DESCRIPTORS

COLLEGES
GUIDELINES
RECORDS (FORMS)
STUDENTS
CONFIDENTIAL RECORDS
PUBLIC SCHOOLS
STUDENT RECORDS

CITATION PERSONNEL GUIDANCE J; 49; 1; 21-23

JR 10.636 STUDENT RECORDS

REPORT NUMBER EJ022289

TITLE NEW SCHOOL RECORD-KEEPING GUIDELINES PROTECT STUDENT/PARENT PRIVACY.

AUTHOR(S) GOSLIN, DAVID A.

PUB DATE JUL 70

DESCRIPTORS

ADMINISTRATOR GUIDES
CIVIL LIBERTIES
STUDENT RECORDS
CASE RECORDS
CONFIDENTIAL RECORDS
STUDENT SCHOOL RELATIONSHIP

CITATION NAT SCH; 86; 1; 46-47

JR 10.636 STUDENT RECORDS

REPORT NUMBER EJ083484

TITLE CUMULATIVE RECORDS: ASSAULT ON PRIVACY

AUTHOR(S) DIVOKY, DIANE

PUB DATE SEP 73

DESCRIPTORS
STUDENT RECORDS
EDUCATIONAL POLICY
CHILD DEVELOPMENT
CONFIDENTIAL RECORDS
ETHICS

CITATION LEARNING; 2; 1; 18-23

JR 10.636 STUDENT RECORDS

REPORT NUMBER EJ020971

TITLE CONFIDENTIALITY: STATEWIDE MICHIGAN STUDY

AUTHOR(S) WARNER, ALBERT P.; EVANGELISTA, SAL

PUB DATE JUN-JUL 70

ABSTRACT
EXISTING POLICIES AND PROCEDURES CONCERNING ACCESS TO STUDENT RECORDS WERE STUDIED AT 18 OF THE STATE'S COMMUNITY COLLEGES, RUSULTS INDICATE THAT MOST INSTITUTIONS WERE GENERALLY AGREED ABOUT THE TYPE OF MATERIAL CLASSIFIED AS CONFIDENTIAL, PERSONNEL HAVING ACCESS TO IT, AND NEED FOR COMMON POLICY OR GUIDELINES. (JO)

DESCRIPTORS
ACADEMIC RECORDS
JUNIOR COLLEGES
CONFIDENTIAL RECORDS
STUDENT RECORDS

IDENTIFIERS
MICHIGAN

CITATION JUNIOR COLL J; 40; 9; 21-23

JR 10.636 STUDENT RECORDS

REPORT NUMBER EJ114176

TITLE GUIDELINES TO BETTER PUPIL RECORD KEEPING

AUTHOR(S) KAVINA, GEORGE

PUB DATE MAR 75

DESCRIPTORS
STUDENT RECORDS
SCHOOL LAW
STUDENT RIGHTS
ADMINISTRATIVE POLICY
CONFIDENTIAL RECORDS
ADMINISTRATOR GUIDES
FEDERAL LEGISLATION
ELEMENTARY SECONDARY EDUCATION

IDENTIFIERS
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

CITATION PHI DELTA KAPPAN; 56; 7; 492

JR 10.636 STUDENT RECORDS

REPORT NUMBER EJ018207

TITLE PROTECTION OF STUDENT RIGHTS DURING LONGITUDINAL RESEARCH STUDIES

AUTHOR(S) LEMAY, MORRIS

PUB DATE 70 SPR

ABSTRACT
DISCUSSES NEED FOR MINIMUM SAFEGUARDS WHERE CONTROVERSIAL ISSUES ARE TOUCHED UPON IN SURVEYS. THESE INCLUDE ADMINISTERING OF INSTRUMENT WITHOUT COMPULSION; AND INFORMING STUDENTS OF LEGAL IMPLICATIONS OF THEIR PARTICIPATION. (AUTHOR/CJ)

DESCRIPTORS
CONFIDENTIAL RECORDS
LONGITUDINAL STUDIES
STUDENTS
ETHICS
RESEARCH PROBLEMS

CITATION COLL STUD SURV; 4; 1; 17-15

JR 10.636 STUDENT RECORDS

REPORT NUMBER EJ048158

TITLE STUDENT RECORDS: USES AND ABUSES

AUTHOR(S) DRESSEL, PAUL L.

PUB DATE F 71

DESCRIPTORS
CASE RECORDS
HIGHER EDUCATION
INFORMATION STORAGE
STUDENT RECORDS
CONFIDENTIAL RECORDS
INFORMATION PROCESSING
RECORDS (FORMS)

CITATION COLLEGE AND UNIVERSITY; 47; 1; 48-62

JR 10.636 STUDENT RECORDS

REPORT NUMBER EJ095767

TITLE STUDENT PLACEMENT FOLDERS AND ACCOUNTABILITY

AUTHOR(S) MOORE, GARY E.

PUB DATE JUN 74

ABSTRACT
TO IMPROVE ACCOUNTABILITY IN ITS VOCATIONAL AGRIVULTURE PROGRAM, FORT FRYE HIGH SCHOOL, BEVERLY, OHIO, DEVELOPED A STUDENT PLACEMENT FOLDER. IT INCLUDES THE STUDENT'S PICTURE, AUTOBIOGRAPHY, INFORMATION SHEET, EQUIPMENT AND SKILLS SHEET, REFERENCES, LETTERS OF RECOMMENDATION, AND A COPY OF HIS HIGH SCHOOL TRANSCRIPT. THE CONFIDENTIALITY OF THE INFORMATION IS PROTECTED. (AG)

DESCRIPTORS
VOCATIONAL AGRICULTURE
STUDENT EMPLOYMENT
JOB PLACEMENT
CONFIDENTIAL RECORDS
EDUCATIONAL ACCOUNTABILITY
STUDENT RECORDS
STUDENT PLACEMENT

IDENTIFIERS
FORT FRYE HIGH SCHOOL (BEVERLY OHIO)

CITATION AGRICULTURAL EDUCATION; 46; 12; 283,285

JR 10.636 STUDENT RECORDS

REPORT NUMBER EJ086619

TITLE PUPILS' RIGHTS AND THE PAPER INVASION

AUTHOR(S) BLUE, REGINALD

PUB DATE OCT 73

ABSTRACT

CITES SEVERAL COURT DECISIONS REGARDING RIGHTS OF STUDENTS CONCERNING THEIR SCHOOL RECORDS. EMPHASIZES THAT THE PROBLEM IS BECOMING MORE PRESSING WITH THE ADVENT OF COMPUTER RETRIEVAL SYSTEMS FOR STUDENT RECORDS. (ST)

DESCRIPTORS

ACADEMIC RECORDS
CIVIL LIBERTIES
COURT LITIGATION
ELEMENTARY SCHOOL STUDENTS
STUDENT RECORDS
ADMINISTRATIVE POLICY
CONFIDENTIAL RECORDS
EDUCATIONAL RESPONSIBILITY
FEDERAL LEGISLATION
STUDENT RIGHTS

CITATION ELEMENTARY SCHOOL JOURNAL; 74; 1; 2-8

JR 10.636 STUDENT RECORDS

REPORT NUMBER EJ107328

TITLE HAS THE NEW FEDERAL PRIVACY LAW MADE YOUR STUDENT RECORDS POLICIES OBSOLETE?

PUB DATE NOV 74

ABSTRACT

SCHOOL BOARDS MIGHT WISH TO CHECK THEIR PRESENT POLICIES ON STUDENT RECORDS FOR COMPLIANCE WITH THE PROVISIONS OF 'THE FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 1974.' ONCE PARENTS LEARN ABOUT IT FROM THE MEDIA, PRINCIPALS COULD BE FACED WITH A FLOOD OF REQUESTS TO SEE THEIR CHILDREN'S RECORDS. (AUTHOR/WM)

DESCRIPTORS

STUDENT RECORDS
PARENT SCHOOL RELATIONSHIP
FEDERAL LEGISLATION
CIVIL LIBERTIES
BOARD OF EDUCATION POLICY
CONFIDENTIAL RECORDS
ADMINISTRATOR ROLE
CONFIDENTIALITY

IDENTIFIERS

PRIVACY

CITATION UPDATING SCHOOL BOARD POLICIES; 5; 11; 1,4

JR 10.636 STUDENT RECORDS

REPORT NUMBER EJ111210

TITLE THE SSN REVISITED

AUTHOR(S) BIGELOW, RALPH EMERSON

PUB DATE W 75

ABSTRACT

ADDRESSES THE RELATION OF THE SOCIAL SECURITY NUMBER TO THE ISSUE OF PRIVACY, EXAMINES THE ATTRIBUTES OF THE SOCIAL SECURITY NUMBER AS AN IDENTIFIER FOR STUDENT RECORDS, AND SUGGESTS ALERNATIVES. (AUTHOR)

DESCRIPTORS
HIGHER EDUCATION
CONFIDENTIAL RECORDS
RECORDKEEPING
STUDENT RECORDS
STUDENT RIGHTS
STUDENT SCHOOL RELATIONSHIP

IDENTIFIERS
SOCIAL SECURITY NUMBER

CITATION COLLEGE AND UNIVERSITY; 50; 2; 145-150

JR 10.636 STUDENT RECORDS

REPORT NUMBER EJ053944

TITLE THE LITTLE BLACK BOOK

AUTHOR(S) FENSCH, EDWIN A.

PUB DATE MAR 72

ABSTRACT

AUTHOR USES A WHIMSICAL APPROACH IN DISCUSSING THE STUDENT RECORD BOOK, USED AS A WEAPON BY MANY TEACHERS. (SP)

DESCRIPTORS
CLASSROOM TECHNIQUES
STUDENT RECORDS
TEACHER BEHAVIOR
CONFIDENTIAL RECORDS
STUDENT TEACHER RELATIONSHIP

CITATION CLEARING HOUSE; 46; 7; 431-3

JR 10.636 STUDENT RECORDS

REPORT NUMBER EJ105818

TITLE ACCESS TO STUDENT RECORDS: FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

AUTHOR(S) BRANNON, JOAN

PUB DATE OCT 74

ABSTRACT
EXPLAINS THE NEW OBLIGATIONS IMPOSED ON SCHOOL OFFICIALS BY FEDERAL LEGISLATION ON STUDENT RECORDS REFLECTED IN THIS BILL UNDER THE EDUCATION AMENDMENTS OF 1974. (AUTHOR/JF)

DESCRIPTORS
CONFIDENTIALITY
FEDERAL LEGISLATION
STUDENT RECORDS
CONFIDENTIAL RECORDS
LEGAL PROBLEMS
ADMINISTRATOR RESPONSIBILITY

IDENTIFIERS
FAMILY EDUCATIONAL RIGHTS PRIVACY ACT 1974

CITATION SCHOOL LAW BULLETIN; 5; 4; 1,3-4

JR 10.636 STUDENT RECORDS

REPORT NUMBER EJ072378

TITLE THE STUDENT FILE: A STRATEGY FOR HANDLING CONFIDENTIAL INFORMATION

AUTHOR(S) BAILEY, ARCHIE H.

PUB DATE FEB 73

ABSTRACT
COURT DECISIONS REGARDING THE RIGHT OF INDIVIDUALS TO PRIVACY NECESSITATE THE DEVELOPMENT OF NEW ADMINISTRATIVE STRATEGIES OF HANDLING CONFIDENTIAL DATA. (SP)

DESCRIPTORS
ADMINISTRATOR RESPONSIBILITY
CONFIDENTIAL RECORDS
STUDENT RECORDS
CIVIL LIBERTIES
CONFIDENTIALITY
STUDENT RIGHTS

CITATION CLEARING HOUSE; 47; 6; 351-2

JR 10.636 STUDENT RECORDS

REPORT NUMBER EJ125277

TITLE THE BUCKLEY REGULATIONS: RIGHTS AND RESTRAINTS

AUTHOR(S) DAVIS, CAROLYN R.

PUB DATE FEB 75

ABSTRACT

A LAW WHICH PROVIDES PARENTS AND STUDENTS ACCESS TO STUDENTS' EDUCATION RECORDS MAY HAVE THE EFFECT OF GREATLY DIMINISHING THE AMOUNT OF RESEARCH THAT CAN BE CONDUCTED INVOLVING THE USE OF DATA ON SCHOOL STUDENTS. (AUTHOR/AM)

DESCRIPTORS

FEDERAL LEGISLATION
CONFIDENTIAL RECORDS
CIVIL LIBERTIES
STUDENT EVALUATION
STUDENT RECORDS
EQUAL PROTECTION
CREDENTIALS
ACADEMIC RECORDS

IDENTIFIERS

CUCKLEY AMENDMENT
GENERAL EDUCATION PROVISIONS ACT

CITATION EDUCATIONAL RESEARCHER; 4; 2; 11-13

JR 10.636 STUDENT RECORDS

REPORT NUMBER EJ047720

TITLE THE RUSSELL SAGE GUIDELINES; REACTIONS FROM THE FIELD

AUTHOR(S) GOSLIN, DAVID D.

PUB DATE DEC 71

ABSTRACT

GUIDELINES FOR THE COLLECTION, MAINTENANCE, AND DISSEMINATION OF PUPIL RECORDS, PUBLISHED IN 1970, WAS WIDELY DISTRIBUTED IN SCHOOLS THROUGHOUT THE COUNTRY. REACTIONS TO THE REPORT IN COUNSELING CIRBLES RANGED FROM ENTHUSIASTIC APPROVAL TO VIOLENT DISAGREEMENT. THIS ARTICLE PRESENTS SOME ANSWERS TO THEM. (AUTHOR)

DESCRIPTORS

CONFIDENTIAL RECORDS
GUIDELINES
INFORMATION SERVICES
STUDENT RECORDS
COUNSELING SERVICES
INFORMATION DISSEMINATION
INFORMATION STORAGE

CITATION PERSONNEL AND GUIDANCE JOURNAL; 50; 4; 311-317

JR 10.636 STUDENT RECORDS

REPORT NUMBER EJ102581

TITLE STUDENTS, PARENTS AND THE SCHOOL RECORD PRISON: A LEGAL STRATEGY FOR PREVENTING ABUSE

AUTHOR(S) CAREY, SARAH C.

PUB DATE JUL 74

ABSTRACT

ARGUES THAT BASIC RECORDS ON A CHILD'S PERFORMANCE IN SCHOOL, INCLUDING HIS ACADEMIC AND EXTRACURRICULAR SKILLS, ARE CLEARLY NECESSARY FOR BOTH THE CHILD AND THE SCHOOL. HOWEVER, THE VOLUMINOUS SUBJECTIVE OR UNVERIFIABLE MATERIAL THAT GOES INTO A CHILD'S FILE SHOULD NOT BECOME PART OF HIS PERMANENT FILE. PARENTS OF EACH CHLD SHOULD HAVE FULL ACCESS TO ALL WRITTEN RECORDS. ACCESS TO ANY STUDENT RECORDS SHOULD BE DENIED TO NONSCHOOL PERSONNEL, EXCEPT WITH THE EXPRESS CONSENT OF THE CHILD, PARENT, OR BY COURT ORDER. (AUTHOR)

DESCRIPTORS

CONFIDENTIAL RECORDS
PARENT ROLE
STUDENT RIGHTS
STATE LEGISLATION
COURT CASES
STUDENT RECORDS
CONFIDENTIALITY

CITATION JOURNAL OF LAW AND EDUCATION; 3; 3; 365-388

PART XI

GENERAL PUBLIC RELATIONS

Policy Outline

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KM	11.90	Visitors to the School

Policy Questions

11.0 K General Public Relations

11.10 KA School-Community Relations Goals

What basic principles and recognitions provide the framework for the Board's policies relative to relationships with the community served by the School District?

11.20 KB Public Information Program

What type of public information is provided? What are its aims? Is it based on provision of all facts, whether favorable or unfavorable to the system? Does it provide for adequate explanations relative to district plans and operations?

11.201 KBC What type of relationship with mass media of communication is provided? When and what types of news releases are made? By whom? Are all communication media given said information?

11.202 KBCA How are routine press releases handled? What criteria apply? Which releases come from principals? Which originate from the Superintendent's office?

11.203 KBCC Are representatives of news media welcome to attend all board meetings? Are summary statements sent when news media are not represented?

11.204 KC Board-Community Relations

How does the Board establish two-way communications with the local citizenry?

11.301 KCA Are board meetings open to the public? What provisions are made to hear public opinions? Are executive sessions closed to the public? Can any official actions be taken during executive sessions? What criteria govern all official Board actions?

11.302 KCB Is the administration instructed to hold periodic meetings with citizens to assess opinions? What disposition is made of data received from such meetings?

11.40 KD Staff-Community Relations

How do staff relationships with the community help or hinder the program? What types of community involvement are encouraged by the Board?

11.401 KDCA What provisions govern solicitations by staff members? How are fund-raising campaigns to be handled? What prior approvals must occur?

11.402 KEA Are students permitted to participate in community activities during the regular school day? What constraints apply?

11.403 KEBA What provisions are made to safeguard students from undue solicitations? How is participation by students in charity drives to be handled? What procedures must be observed prior to holding said fund raising or charity drives?

11.404 KEBB What provisions are made relative to solicitations by students? Are these permitted during the school day? Can students leave the campus to sell goods or services during the regular school day?

11.405 KEC How and under what circumstances may a student be interviewed during the regular school day? What protective safeguards are provided?

11.50 KF Community Instructional Resources

What is the Board's philosophy relative to learning experiences provided within the community? How are said experiences related to the instructional program in the classroom?

11.501 KFCB What provisions govern field trips and excursions? Do the procedures prescribed adequately recognize the in loco parentis roles of school officials relative to student welfare and safety? How are the expenses for such trips to be paid? What provisions govern use of private vehicles? What is the maximum length of any field trip or excursion according to the policy? If no maximum length is specified, should such be considered?

Use of School Facilities

11.60 KG (5.209) (EBH) What policies govern use of school facilities for activities other than the regular school day associated program? What general procedures and guidelines govern use of school facilities? For which types of groups are there no charges mandated? What charges are made to other groups? What constraints govern use of school facilities?

11.70 Gifts by Students

KH What provisions govern gifts by students to staff members, school, or other students?

11.80 Advertising in the Schools

KJ

11.801 KK Is advertising permitted in the schools? Can Board publications contain commercial advertising? Can local schools secure public advertising to finance student publications such as annuals or newspapers? What procedures govern public sales on school property?

11.90 Visitors to the School

KM How are visitations to the local school to be handled? What provisions are made to properly accommodate legitimate visitors? What safeguards are provided to protect students from unauthorized visitors at the school? Do present system policies adequately recognize potential dangers from unauthorized visitors? Who is authorized by the Board to design rules and regulations relative to visitors? Is the authority provided commensurate with the responsibility?

Major Considerations

The public relations role of the school district covers a broad spectrum from Board of Education to the classroom teacher. Its goal is improvement of the total educational program through increased public understanding.

A major consideration of the public relations program involves provision of adequate and objective information. Board of Education members are public officials and the meetings of the Board should be open at all times to the public with the exception of executive sessions. Sufficient opportunities should be provided for the public to inform the Board of their opinions and concerns relative to the educational program. Similar patterns should exist in all schools.

A second area of concern involves relations with the mass media of communication. An open door policy is one essential factor. Representatives of the news media should be welcome at all Board meetings. When said representatives are unable to attend, summaries of proceedings should be provided. In regard to news releases, those pertaining to the system should originate from the Superintendent of Schools. Press releases regarding routine local school affairs should come from the principal of the school.

While participation in community activities by members of the staff is considered as a potential means of building good public relations, the actual program at the school is the best potential vehicle for building increased public understanding and support. Careful attention should be paid to such areas as solicitations, protection of students from unnecessary interferences with their academic pursuits, and proper safeguarding of their safety and welfare in respect to field trips and excursions.

School authorities who adopt a position of honest and objective analyses of both strengths and weaknesses of the local school and school district will, in the long run, contribute to improvement of public relations. Strict adherence to the administrator's code of ethics discussed in Part Three under this cover is considered the best means of improving public trust and confidence, two vital ingredients of any worthwhile public relations program.

School-Community Relations Goals
KA-11.10

The Board, in an effort to ensure and enhance the possibilities for excellence in the education of our children in a free society, presents and endorses this statement of policy on school and community relations because of its conviction that: (a) the public schools belong in every sense to the people who created them by consent, and support them by taxation; (b) the schools are only as strong as the intelligent and informed support of the people of the community, and never any stronger; and (c) the support of the people must be based upon their knowledge of, their understanding about, and their participation in the aims and efforts of the public schools.

The Board therefore reaffirms and declares its design and intent:

A. To keep the citizens of the community regularly and thoroughly informed through all the channels of communication on all the policies, programs, and planning of the school system, and to carry out this policy through its own efforts and the offices of the Superintendent of Schools and personnel designated as directors of school-community relations;

B. To invite the advice and counsel of the people of the school system at all times and especially at all monthly meetings of the Board except at executive sessions; and

C. To solicit the sound thinking and studied counsels of the people through advisory committees selected from the community and appointed by this Board to consider those problems which vitally affect the future of our children.

Public Information Program
KB-11.20

The people in this community are interested in their schools as an extension of their homes, existing to furnish a special form of aid in the development of their children. The schools closely touch the lives of all persons in this community, and every attempt shall be made by the Board to represent the people according to the best interests of their children. Therefore, the Board shall attempt to:

A. Keep themselves informed and the public informed regarding the policies, administrative operation, objectives, and successes or failures of the School District.

B. Provide the means for furnishing full and accurate information, favorable and unfavorable, together with interpretations and explanations of the School District plans and operations.

News Media Relations

KBC- 11.201

The Board encourages a policy of sound relations with the press and other communication media in the area served by the School District. The Superintendent of Schools shall plan for periodic releases to the press and other communication media which will provide information to the community concerning its schools and various phases of the Board's program.

Adopted:

News Releases
KBCA- 11.202

Routine news and information concerning school events, students, and programs may be released to the press by or with the approval of the local school principal in charge of the school.

All matters concerning the overall operation of the School District shall be approved by the Superintendent of Schools prior to release to the public press.

Board Meeting News Coverage
KBCC-11.203

The Board believes that one of the paramount responsibilities of a school board in a democracy is to keep the public informed of its actions. Consequently, local news media representatives shall be welcome to attend all regular, special, and annual meetings of the Board. In the event that representatives of the news media are unable to attend a meeting of the Board they shall be provided a summary of important Board action.

Note: See also 2.316-2.318 (BCBI-BCBJA)

Board-Community Relations
KC-11.30

Public education today must have the complete understanding of the community it serves. Every possible means of attaining this understanding must be developed by the School District.

The Board and/or the Superintendent of Schools shall, as the need arises, take the necessary steps to provide information to members of the community. They shall also provide opportunities for the citizenry to meet with school personnel for the purpose of discussing problems relating to the School District.

Public Participation in Board Meetings
KCA-11.301

All meetings of the Board shall be open to the public. All actions of the Board shall be taken in open meetings and the deliberations leading to Board action shall likewise be conducted in open meetings. The public is invited to attend Board meetings and will be given a reasonable period of time to voice opinions or problems.

The Board reserves the right to meet in an Executive Session when the best interests of the School District requires such a session. No action shall be taken by the Board while it is in Executive Session. All action shall be taken in an open meeting of the Board.

Community Involvement in Decision-Making
KCB- 11.302

The Board, on appropriate occasions, may request the administration to conduct meetings with citizens or community groups to obtain information or assess opinions that will be of value in the Board's decision-making process.

Staff-Community Relations

KD-11.40

While the primary responsibility of a teacher is with the education of young people, teachers and other staff members should be constantly aware of the part good public relations plays in the implementation of an effective educational program.

Good communication with parents and other citizens of the system is essential to a smoothly functioning organization.

Staff members are requested to take advantage of all opportunities to inform the public about the activities and functions of the District, and its schools and to promote better understanding of problems and goals. Personal contacts, use of mass media of communication, through PTA meetings, and participation in civic organizations are some of the vehicles through which such public relations can be accomplished.

Solicitations by Staff Members
KDCA- 11.401

No teacher or administrator shall use his or her position in this School District to influence parents or pupils to purchase books or other merchandise, except for materials approved by the Superintendents's office for use in the classroom.

All fund raising campaigns conducted by school employees in the community or away from school premises to obtain funds for the school, student body, class or club must have prior approval by the Board. Such fund raising comapigns shall not be conducted during regular school hours.

Community Activities and Performances
By Students
DEA-11.402

Many worthwhile and valuable experiences, both social and scholastic, are derived by students' participation in various community activities. Students may be allowed to participate in community sponsored activities during the regular school day when approved by the local school principal and students' parents or guardians.

The following criteria should be used in determining whether or not students may participate in such activities.

A. The participation in the activity will not interfere with students' school work.

B. The regular schedule will not be interrupted unless the majority of students will benefit through their participation.

C. Neither an individual, group, or school shall be permitted to use school time to participate in community sponsored activities unless it contributes to the total educational program of the school or community.

Solicitation of Students

KEBA-11.403

The School District shall strive to safeguard students and parents from undue solicitations of students. Outside oranization shall not be permitted solicit, advertise, or sell goods or services through the school of the School District unless authorized by the Superintendent of Schools.

Participation in any fund raising or charity drive sponsored by the school or outside agency shall be entirely voluntary as far as each student is concerned. There shall be no cause for embarrassment to those who do not or can not particiapte or contribute.

All fund raising and charity drives sponsored by a school must receive the approval of the principal, the Superintendent of Schools, and the Board of Education.

Solicitations by Students
KEBB- 11.404

Local school officials are encouraged to keep school sponsored activities that require solicitation by students to the absolute minimum. Said school officials shall not permit students to sell goods or services, in places other than the school campus, during regular school hours.

All fund-raising or charity drives sponsored by a school must receive the approval of the principal, the Superintendent of Schools, and the Board of Education.

Each school principal and staff members, and appropriate students shall cooperatively compile a tentative list of all fund raising or charity drives to be sponsored by the school submit said list, during the month of October, to the Superintendent of Schools for approval.

Interviews With Students
KEC- 11.405

Individual pupils while under the jurisdiction of the School District may not be interviewed by any person, except an employee of the Board without the approval of the local school principal.

No interview shall be granted unless it is deemed essential to the welfare of the child or as may be required by court order. An employee of the School District shall be present during such interview when requested by the student.

Community Instructional Resources

KF-11.50

The Board believes that the schools of the District provide unlimited opportunities for offering educational experiences in the classroom which are of vital significance to the learner. Though vicarious experiences in the classroom can be made meaningful by a skillful teacher, , in many instances there can be no substitute for observations of the "real thing" in the community itself.

There are two ways in which students can benefit from community resources: the field trip and the use of resource persons in the classroom. The Board applauds the use of both, under regulations established for all district schools.

Field Trips and Excursions
KFCB- 11.501

Educational field trips, which are a part of or are culminations of a unit of study may be authorized by the local school principal, provided, the trip is within the confines of the county served by the district and during school hours.

A. Trips of greater distance shall require the approval of the Superintendent of Schools.

B. Trips which require over night accommodations shall require approval of the Superintendent of Schools.

C. Private vehicles shall not be used for field trips except when said vehicle is owned and/or operated by a member of the professional staff.

D. All students shall be required to furnish written parental permission prior to going on field trips sponsored by the school.

E. In no cases will a field trip or excursion exceed three school days.

F. All expenses incurred for field trips must be paid for by the school sponsoring the trip and/or participants.

Use of School Facilities
KG-11.80

School facilities, including playgrounds, buildings, and equipment may be used subject to provisions listed under EBH-5.209 of this cover.

Gifts by Students
KH - 11.70

Staff Members

When a student feels a desire to present a gift to a staff member, the gift should not be elaborate or unduly expensive. The Board feels the writing of letters to staff members expressing gratitude or appreciation to be more appropriate than gifts.

In no case shall a student group, club, organization, or similar group expend organizational funds for a gift in excess of ten dollars.

School

Students may present gifts to a school when they are consistent with the educational goals of the school.

Students

Students may present gifts to other students, as long as they are given on a purely voluntary basis.

Advertising in the Schools

KJ-11.80

No commercial advertising shall be permitted in school buildings or on school grounds or properties. Publications of the School District shall not contain commercial advertising.

Nothing herein shall be construed to prevent advertising in student publications which are published by student organizations.

Solicitation of advertising or use of the School District to promote the merit of any product by brand name or trade mark shall not be permitted by the Board.

Public Sales on School Property

KK-11.801

Public sales shall not be held on school property unless prior approval has been given by the Superintendent of Schools.

Visitors To The School
KM - 11.90

The Board of Education is aware that normally, many visitors may expected on the public school campus during the school day. The Board is also cognizant of many problems which unnecessary visitations have created in many schools. As administrative head of the school, the principal shall design rules and regulations concerning visitors which satisfy the needs of his school. Said rules shall be reviewed by the Superintendent of Schools and submitted to the Board.

All visitors shall proceed first to the principal's office prior to visitation in the school. Loitering shall at no time be tolerated.

Unauthorized visitors shall be given an initial warning to leave the campus and advised that return shall be considered as trespassing. Should said unauthorized visitors return within a reasonable period of time, the principal shall be authorized to sign a warrant for their arrest.

Note: Bottom paragraph based on local school regulation designed to eliminate clear and present dangers to maintenance of proper atmosphere for learning in said school.

PART XI

SELECTED READINGS ABSTRACTS
ON
GENERAL PUBLIC RELATIONS

K 11.0 GENERAL PUBLIC RELATIONS

REPORT NUMBER ED001593

TITLE IMPROVING INTER-GROUP RELATIONS. A HANDBOOK FOR ADMINISTRATORS AND TEACHERS.

SOURCE LOS ANGELES CITY SCHOOLS, CALIF.

NOTE 13P.

PUB DATE NOV 63

ABSTRACT

SUGGESTIONS AND TECHNIQUES ARE OUTLINED TO HELP THE ADMINISTRATOR AND SCHOOL STAFF IMPLEMENT A HUMAN RELATIONS PROGRAM AIMED AT IMPROVING INTERGROUP RELATIONS. THE CHARACTERISTICS OF THREE SAMPLE SCHOOLS LOCATED IN CHANGING NEIGHBORHOODS AND ONE SCHOOL WITH SOCIOECONOMIC STRATIFICATIONS IN THE LOS ANGELES AREA ARE DESCRIBED. AREAS OF ETHNIC GROUP SENSITIVITY ANE DISCUSSED. THE NATURE OF THE ENROLLMENT AND THE COMMUNITY OF EACH SCHOOL DETERMINES WHICH SPECIFIC TECHNIQUES AND ACTIVITIES WOULD BE MOST DESIRABLE FOR USE BY AN ADMINISTRATOR AND HIS STAFF IN A GIVEN SITUATION. SPECIFIC SUGGESTIONS ARE GIVEN, HOWEVER, FOR WORKING WITH THE PROFESSIONAL STAFF, THE STUDENTS, THE COMMUNITY. INSTRUCTIONAL MATERIALS AND A DIRECTORY OF HUMAN RELATIONS AGENCIES IN THE LOS ANGELES CITY SCHOOL SYSTEM ARE INCLUDED.

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
METHODOLOGY
RACE RELATIONS
SCHOOL COMMUNITY RELATIONSHIP
TEACHERS
INTERGROUP RELATIONS
PUBLIC RELATIONS
RESOURCE GUIDES
SCHOOL PERSONNEL

IDENTIFIERS

LOS ANGELES

EDRS PRICE EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

K 11.0 GENERAL PUBLIC RELATIONS

REPORT NUMBER ED072516

TITLE WHY YOUR SCHOOL BOARD NEEDS A GOOD PUBLIC RELATIONS PROGRAM.

AUTHOR(S) BRODINSKY, BEN

NOTE 10P.; PAPER PRESENTED AT NATIONAL SCHOOL BOARDS ASSOCIATION ANNUAL CONVENTION. (32ND, SAN FRANCISCO, CALIFORNIA, APRIL 15-18, 1972)

PUB DATE 15 APR 72

ABSTRACT

THIS PAPER DISCUSSES THE PUBLIC RELATIONS PROBLEM FACING SCHOOL BOARDS AND SUGGESTS BOARD ACTION TO ALLEVIATE THESE PROBLEMS. THE AUTHOR EMPHASIZES THAT ONE OF THE MOST CRITICAL INSTRUMENTS OF PUBLIC RELATIONS IS THE BOARD MEETING. TO IMPROVE BOARD MEETINGS AS MEDIUMS OF PUBLIC RELATIONS, THE AUTHOR SUGGESTS (1) IMPROVING PROCEDURES FOR HANDLING BUSINESS MATTERS, (2) ADOPTING A MORE DELIBERATE APPROACH TO POLICY FORMATION, AND (3) OPENING AT LEAST ONE MEETING A MONTH TO THE PUBLIC AS AN INSTRUMENT OF PUBLIC RELATIONS. THE AUTHOR ALSO SUGGESTS METHODS FOR OBTAINING PUBLIC INVOLVEMENT IN SCHOOL AFFAIRS. (JF)

DESCRIPTORS

BOARD OF EDUCATION POLICY
COMMUNITY INVOLVEMENT
CONFERENCE REPORTS
POLICY FORMATION
SCHOOL COMMUNITY RELATIONSHIP
BOARDS OF EDUCATION
COMMUNITY SUPPORT
GUIDELINES
PUBLIC RELATIONS
SPEECHES

EDRS PRICE EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

KA 11.10 SCHOOL COMMUNITY RELATIONS GOALS

REPORT NUMBER ED013843

TITLE PROBLEMS OF SCHOOL DECENTRALIZATION IN NEW YORK CITY.

AUTHOR(S) GITTELL, MARILYN

NOTE 5P.

PUB DATE FEB 67

ABSTRACT

DEMANDS FOR GREATER COMMUNITY INVOLVEMENT IN AND LOCAL CONTROL OF PUBLIC SCHOOLS ARE BECOMING INCREASINGLY INSISTENT. IN SEVERAL OF NEW YORK CITY'S SCHOOL DISTRICTS LOCAL BOARDS HAVE TAKEN THE INITIATIVE TO HEIGHTEN THEIR EFFECTIVENESS AND POWERS, BUT THEY AND OTHERS DISAGREE ABOUT DEFINITION OF DECENTRALIZATION AND WAYS TO IMPLEMENT IT. AN EFFECTIVE PLAN MUST CLARIFY (1) SELECTION PROCEDURES FOR LOCAL SCHOOL BOARDS, (2) WAYS TO APPOINT THE LOCAL SUPERINTENDENT, (3) BUDGET QUESTIONS, (4) DEPLOYMENT OF PERSONNEL, AND (5) SCHOOL DISTRICT BOUNDARIES. WIDESPREAD COMMUNITY REPRESENTATION ON LOCAL BOARDS IS ONE WAY TO HAVE LOCAL LOYALTY AND PROBLEMS BETTER REFLECTED IN THE SCHOOLS. A TYPICAL 11-MEMBER GROUP MIGHT INCLUDE FIVE PARENTS, TWO TEACHERS, THREE COMMUNITY ORGANIZATION REPRESENTATIVES, AND ONE ELECTED LOCAL OFFICIAL. THE DISTRICT SUPERINTENDENT SHOULD BE CHOSEN BY THE CRITERIA OF LOCAL SELECTION, FOCUS OF HIS LOYALTIES, ACCOUNTABILITY AND ABILITY TO DEVELOP COMMUNITY INVOLVEMENT. LUMP SUM APPROPRIATIONS WOULD AID LOCAL PLANNING FOR BUDGET ALLOCATIONS AND LOCAL CONTROL OVER THE DEVELOPMENT OF STAFF. SUCH BUDGET CONTROL IS THE SINGLE MOST IMPORTANT WAY TO RESPOND TO COMMUNITY INTEREST AND TO ENCOURAGE INNOVATION AND PROVIDE FLEXIBILITY. PRACTICAL DECENTRALIZED BOUNDARIES MIGHT BE DERIVED FROM EDUCATIONAL PARKS, STRENGTHENING THE PRESENT 31 SCHOOL DISTRICTS OR REORGANIZING THEM INTO 15 NEW AREAS, OR FROM CREATING FIVE NEW BOROUGH-WIDE DIVISIONS. THIS ARTICLE WAS PUBLISHED IN 'THE URBAN REVIEW,' VOLUME 2, FEBRUARY 1967. (NH)

DESCRIPTORS

BOARD OF EDUCATION POLICY
COMMUNITY INVOLVEMENT
DECENTRALIZATION
PUBLIC SCHOOL SYSTEMS
SCHOOL COMMUNITY RELATIONSHIP
SCHOOL FUNDS
SCHOOL POLICY
BUDGETING
COMMUNITY ORGANIZATIONS
EDUCATIONAL FACILITIES
SCHOOL ADMINISTRATION
SCHOOL DISTRICTS
SCHOOL PERSONNEL
SCHOOL SUPERINTENDENTS

EDRS PRICE EDRS PRICE MF0$0.75 HC-$1.50 PLUS POSTAGE

KA 11.10 SCHOOL COMMUNITY RELATIONS GOALS

REPORT NUMBER ED036477

TITLE A STUDY OF OUR NATION'S SCHOOLS. A WORKING PAPER.

AUTHOR(S) MAYESKE, GEORGE W.; AND OTHERS

SOURCE OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

NOTE 909P.

PUB DATE 69

ABSTRACT

A STUDY OF EDUCATIONAL OPPORTUNITIES OF MINORITY GROUPS WAS CONDUCTED TO DISCOVER WHAT CHARACTERISTICS OF THE NATION'S SCHOOLS ARE MOST CLOSELY RELATED TO SHCOOL OUTCOMES. DATA CAME FROM A 1965 SURVEY COMMISSIONED BY CONGRESS. A 5 PERCENT STRATIFIED CLUSTER SAMPLE, FROM THE NATION'S PUBLIC ELEMENTARY AND SECONDARY SCHOOLS, WAS USED TO SELECT THE SUBJECTS: ABOUT 650,000 STUDENTS (OVER 40 PERCENT FROM MINORITY GROUPS) FROM 4,000 SCHOOLS WITH THEIR TEACHERS, PRINCIPALS, AND SUPERINTENDENTS. TEST AND QUESTIONNAIRE ITEMS WERE GROUPED INTO INDICES THAT WERE DIVIDED INTO THREE GROUPS: STUDENT'S SOCIAL BACKGROUND, SCHOOL'S CHARACTERISTICS, AND SCHOOL'S OUTCOMES. REGRESSION ANALYSIS AND PARTITION OF MULTIPLE CORRELATION WERE USED TO PURSUE THE MAIN QUESTIONS. MAJOR FINDINGS: THE INFLUENCE OF THE SCHOOL CANNOT BE SEPARATED FROM THAT OF THE STUDENT'S SOCIAL BACKGROUND AND VICE VERSA. SCHOOLS EXERT A GREATER INFLUENCE, IN TERMS OF BOTH ATTITUDE AND ACHIEVEMENT, ON STUDENTS WHO HAVE RELATIVELY HIGH SOCIOECONOMIC STATUS, ARE EITHER WHITE OR ORIENTAL-AMERICAN, AND COME FROM HOMES WHERE BOTH PARENTS ARE STILL LIVING TOGETHER. A SCHOOL'S PHYSICAL FACILITIES SEEM UNIMPORTANT COMPARED WITH ITS PERSONNEL. THE MOST IMPORTANT PERSONNEL CHARACTERISTIC IS EXPERIENCE OF RACIALLY IMBALANCED EDUCATIONAL SETTINGS. SCHOOL OUTCOMES BECOME INCREASINGLY RELATED TO THE 31 SCHOOL INDICES THE LONGER THE STUDENT STAYS IN SCHOOL. (COMPLETE FINDINGS AND SUPPORTING DATA ARE INCLUDED.) (JS)

DESCRIPTORS

ACADEMIC ACHIEVEMENT
EDUCATIONAL FACILITIES
MINORITY GROUPS
SCHOOL POLICY
SOCIAL BACKGROUND
STUDENT ATTITUDES
TEACHER CHARACTERISTICS
ADMINISTRATOR CHARACTERISTICS
EDUCATIONAL PROGRAMS
SCHOOL PERSONNEL
SCHOOLS
SOCIOECONOMIC INFLUENCES
STUDENTS

EDRS PRICE EDRS PRICE MF-$1.50 HC-$43.80 PLUS POSTAGE

KA 11.10 SCHOOL COMMUNITY RELATIONS GOALS

REPORT NUMBER ED116290

TITLE VOLUNTEER SERVICES SYSTEM. HANDBOOK 6: SCHOOL VOLUNTEER OPERATIONS.

SOURCE COLUMBUS PUBLIC SCHOOLS, OHIO.

NOTE 40P.; RELATED DOCUMENTS ARE EA 007 764-771

PUB DATE 75

ABSTRACT

THIS HANDBOOK OUTLINES THE PROCEDURES AND METHODS FOR IMPLEMENTING VOLUNTEER PROGRAMS IN INDIVIDUAL SCHOOL BUILDINGS. GUIDELINES ARE OFFERED FOR PLANNING, PREPARATION, AND IMPLEMENTATION PHASES. (AUTHOR/MLF)

DESCRIPTORS

OCCUPATIONAL INFORMATION
PROGRAM PLANNING
RECRUITMENT
SCHOOL CONDITIONS
STUDENT NEEDS
VOLUNTARY AGENCIES
VOLUNTEER TRAINING
PRINCIPALS
RECORDS (FORMS)
SCHOOL COMMUNITY RELATIONSHIP
SCHOOL PERSONNEL
TEACHER ORIENTATION
VOLUNTEERS

IDENTIFIERS

ELEMENTARY SECONDARY EDUCATION ACT ESEA TITLE III
VOLUNTEER SERVICES MANAGEMENT SYSTEM

EDRS PRICE EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE

KA 11.10 SCHOOL COMMUNITY RELATIONS GOALS

REPORT NUMBER ED110471

TITLE PROJECT PRIMES (PROGRESS RESEARCH IN MEETING ELEMENTARY STANDARDS) ESEA TITLE III SCHOOL/COMMUNITY RELATIONS EVALUATION INSTRUMENT.

AUTHOR(S) FOURMAN, LOUIS; COOK, GARY

SOURCE COLUMBUS PUBLIC SCHOOLS, OHIO. DEPT. OF EVALUATION, RESEARCH, AND PLANNING.

NOTE 17P.; FOR RELATED DOCUMENTS, SEE TM 004 741, 743, 744 AND 745

PUB DATE AUG 74

ABSTRACT

THE PROJECT PRIMES (PROGRESS RESEARCH IN MEETING ELEMENTARY STANDARDS) SYSTEM EXAMINES ELEMENTARY SCHOOLS IN LIGHT OF MINIMUM STANDARDS SET BY THE OHIO STATE DEPARTMENT OF EDUCATION. IN ORDER TO PROVIDE AN IN-DEPTH LOOK AT THE STRENGTHS AND WEAKNESSES OF SCHOOL/COMMUNITY RELATIONS PROGRAMS, THIS INSTRUMENT SOLICITS INFORMATION FROM SCHOOL STAFF (PRINCIPAL, TEACHERS, AIDES, CLERICAL, CUSTODIAL), PARENTS, AND THE COMMUNITY. (RC)

DESCRIPTORS

COMMUNITY SURVEYS
ELEMENTARY EDUCATION
PARENT ATTITUDES
SCHOOL COMMUNITY RELATIONSHIP
STATE STANDARDS
CURRICULUM EVALUATION
ELEMENTARY SCHOOLS
QUESTIONNAIRES
SCHOOL PERSONNEL

IDENTIFIERS

ELEMENTARY SECONDARY EDUCATION ACT ESEA TITLE III
OHIO
PROJECT PRIMES

EDRS PRICE EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

KA 11.10 SCHOOL COMMUNITY RELATIONS GOALS

REPORT NUMBER ED064591

TITLE AN EVALUATION INSTRUMENT FOR ADULT AND CONTINUING EDUCATION CENTERS AND PROGRAMS. THIRD REVISION.

SOURCE SOUTHERN ILLINOIS UNIV., CARBONDALE. COLL. OF EDUCATION

NOTE 27P.

PUB DATE 72

ABSTRACT

THIS EVALUATIVE INSTRUMENT PROVIDES THE PROSPECTIVE EVALUATOR WITH A MEANS FOR SYSTEMATICALLY VIEWING NINE COMMON ELEMENTS OF ADULT AND CONTINUING EDUCATION CENTERS. THESE ELEMENTS ARE: (1) SETTING AND STUDENTS; (2) PHILOSOPHY AND OBJECTIVES; (3) FACILITIES AND EQUIPMENT; (4) INSTRUCTIONAL PROGRAMS; (5) ADMINISTRATIVE ORGANIZATION; (6) PERSONNEL; (7) SERVICES; (8) COMMUNITY RELATIONS; AND (9) STUDENT ACHIEVEMENTS. THE INSTRUMENT IS DESIGNED TO BE USED AS EITHER A SELF-EVALUATION TOOL OR AS A COMMON MEANS WHEREBY OUTSIDE EVALUATORS MAY SYSTEMATICALLY OBSERVE A CENTER'S PROGRAM OVER A PERIOD OF ONE OR TWO DAYS. THE MAJOR PORTION OF THE DOCUMENT IS COMPRISED OF THE ACTUAL EVALUATION INSTRUMENT. (CL)

DESCRIPTORS

ACADEMIC ACHIEVEMENT
ADULT STUDENTS
CURRICULUM
MEASUREMENT INSTRUMENTS
SCHOOL ADMINISTRATION
SCHOOL PERSONNEL
ADULT EDUCATION PROGRAMS
CONTINUING EDUCATION CENTERS
EVALUATION TECHNIQUES
PROGRAM EVALUATION
SCHOOL COMMUNITY RELATIONSHIP
STUDENT ENROLLMENT

EDRS PRICE EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

KA 11.10 SCHOOL COMMUNITY RELATIONS GOALS

REPORT NUMBER	ED061543
TITLE	THE SCHOOL SOCIOLOGIST: A NEW ROLE FOR THE AMERICAN PUBLIC SCHOOL.
AUTHOR(S)	SKLAR, BERNARD
SOURCE	UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES.
NOTE	25P.
PUB DATE	APR 72

ABSTRACT

THE AUTHOR SKETCHES OUT AN ARGUMENT FOR THE INSTITUTIONALIZATION OF A NEW ROLE WITHIN THE PUBLIC SCHOOL SYSTEM, NAMELY, THAT OF SCHOOL SOCIOLOGIST. SUCH A PERSON WOULD ADDRESS HIMSELF TO THE PROBLEMS WHICH SCHOOLS FACE IN REGARD TO VARIOUS GROUPS OR COMMUNITIES WHICH THEY MUST DEAL WITH BOTH WITHIN AND WITHOUT THE SCHOOL'S WALLS. THREE MAJOR AREAS ARE COVERED: (1) THE WAYS IN WHICH SOCIAL SOCIOLOGY IS USEFUL TO SCHOOLS AND SCHOOL PERSONNEL; (2) THE NATURE OF THE SCHOOL SOCIOLOGIST'S ROLE AND ITS IMPLEMENTATION; AND (3) THE KIND OF TRAINING SUCH A PERSON SHOULD HAVE. THE AUTHOR CONCLUDES THAT THE SCHOOL SOCIOLOGIST WOULD BRING TO THE SCHOOL A PERSPECTIVE WHICH WILL HELP IT TO WORK MORE EFFECTIVELY IN A TIME OF GREAT SOCIAL UNREST, RAPID CHANGE, AND INCREASING DEMANDS FOR MORE AND BETTER EDUCATION. (TL)

DESCRIPTORS
COMMUNITY INFLUENCE
SCHOOL COMMUNITY COOPERATION
SCHOOL ORGANIZATION
SOCIAL BEHAVIOR
SOCIAL FACTORS
SOCIAL SCIENCES
URBAN STUDIES
EDUCATIONAL ENVIRONMENT
SCHOOL COMMUNITY RELATIONSHIP
SCHOOL PERSONNEL
SOCIAL CHANGE
SOCIAL INTEGRATION
SOCIOLOGY

EDRS PRICE EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

KA 11.10 SCHOOL COMMUNITY RELATIONS GOALS

REPORT NUMBER ED059259

TITLE PROJECT 4-E, EVALUATING ELEMENTARY EDUCATION EFFECTIVELY.

AUTHOR(S) ALTSCHULD, JAMES W.; BAKER, DALE

SOURCE COLUMBUS CITY SCHOOL DISTRICT, OHIO.

NOTE 21P.

PUB DATE 71

ABSTRACT

THIS ELEMENTARY SCHOOL EVALUATION CHECKLIST COVERS ORGANIZATION AND ADMINISTRATION, CURRICULUM AND INSTRUCTION, PUPIL SERVICES, STAFF PERSONNEL, INSTRUCTIONAL MATERIALS AND EQUIPMENT, SCHOOL AND COMMUNITY RELATIONS, EVALUATION AND RESEARCH, AND PHYSICAL FACILITIES. 'YES-NO,' SHORT 'FILL-IN,' MULTIPLE CHOICE, AND RATING SCALE TYPE QUESTIONS ARE USED. (MS)

DESCRIPTORS

CHECK LISTS
EDUCATIONAL ACCOUNTABILITY
EDUCATIONAL RESEARCH
ELEMENTARY SCHOOL CURRICULUM
INSTRUCTIONAL MATERIALS
PUPIL PERSONNEL SERVICES
RECORD KEEPING
SCHOOL COMMUNITY RELATIONSHIP
SCHOOL PERSONNEL
SPECIAL PROGRAMS
STATE SURVEYS
COUNSELING SERVICES
EDUCATIONAL PHILOSOPHY
ELEMENTARY EDUCATION
EVALUATION
PHYSICAL FACILITIES
RATING SCALES
SCHOOL ADMINISTRATION
SCHOOL ORGANIZATION
SCHOOL POLICY
STAFF MEETINGS

EDRS PRICE EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

KA 11.10 SCHOOL COMMUNITY RELATIONS GOALS

REPORT NUMBER ED043717

TITLE SOME THEORETICAL CONSIDERATION FOR DEVELOPING NEW EDUCATIONAL PROGRAMS FOR THE POOR.

AUTHOR(S) FANTINI, MARIO D.

NOTE 29P.

PUB DATE 69

ABSTRACT

THE OUTDATED NATURE OF THE SCHOOL AS AN INSTITUTION HAS VICTIMIZED, NOT ONLY THE CLIENTS BUT THE PRACTITIONERS--NOT ONLY THOSE OUTSIDE SEEKING WAYS OF GETTING IN BUT THOSE INSIDE THE SCHOOL TRYING TO MAKE IT WORK. THE PROBLEM IS WITH THE FORM AND SHAPE OF THE INSTITUTION IN WHICH ADMINISTRATORS, SUPERVISORS, TEACHERS, STUDENTS, PARENTS, COMMUNITIES, ETC. FUNCTION. FUNDAMENTAL REFORM LEADING TO A NEW AND MORE RELEVANT EDUCATIONAL INSTITUTION REQUIRES CHANGE IN THE THREE MAJOR PILLARS OF THE PRESENT EDUCATIONAL SYSTEM: (1) IN GOVERNANCE, A REALIGNMENT OF THE PARTIES INVOLVED IN THE PROCESS OF EDUCATIONAL DECISION-MAKING IS REQUIRED, INVOLVING A SHIFT TOWARD GIVING PARENTS, COMMUNITY RESIDENTS, AND STUDENTS AN INCREASED VOICE IN POLICY. (2) IN SUBSTANCE, A REFORM OF THE OBJECTS TO BE ACHIEVED AND THE CONTENT TO BE LEARNED IS NEEDED--INVOLVING THE SEARCH FOR RELEVANCE TOWARD MORE HUMANISTICALLY ORIENTED CURRICULA DEALING WITH INDIVIDUAL AND GROUP PROBLEMS, AND HAVING A MORE FUNCTIONAL EMPHASIS; FOR EXAMPLE, PREPARATION FOR MAJOR SOCIETAL ROLES. (3) IN PERSONNEL, OPENING EDUCATIONAL SYSTEMS BY THE PEOPLE WHO WILL BE RESPONSIBLE FOR IMPLEMENTATION TO A FAR BROADER BASE OF TALENT THAN THE CONVENTIONALLY PREPARED CAREER EDUCATOR IS REQUIRED. (AUTHOR/JM)

DESCRIPTORS

COMPENSATORY EDUCATION
EDUCATIONAL INNOVATION
EDUCATIONAL PLANNING
INSTITUTIONAL ADMINISTRATION
INSTITUTIONAL ROLE
SCHOOL INTEGRATION
SCHOOL PERSONNEL
STUDENT SCHOOL RELATIONSHIP
DISADVANTAGED YOUTH
EDUCATIONAL OBJECTIVES
EDUCATIONAL THEORIES
INSTITUTIONAL ENVIRONMENT
SCHOOL COMMUNITY RELATIONSHIP
SCHOOL ORGANIZATION
SOCIAL CHANGE

EDRS PRICE EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

KA 11.10 SCHOOL COMMUNITY RELATIONS GOALS

REPORT NUMBER ED039287

TITLE SOME IMPLICATIONS OF RESEARCH ON DECENTRALIZED CONTROL OF EDUCATION.

AUTHOR(S) BROWN, ROSCOE C., JR.

NOTE 4P.; PAPER PRESENTED AT SYMPOSIUM ON RESEARCH ON DECENTRALIZATION OF EDUCATION CONTROL, AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, MINNEAPOLIS, MINN., MARCH 3, 1970

PUB DATE 3 MAR 70

ABSTRACT

RESEARCH ON DISTRICT DECENTRALIZED TITLE I ESEA PROGRAMS REVEALS CONFLICT AMONG SCHOOL OFFICIALS, COMMUNITY REPRESENTATIVES, AND COMMUNITY AGENCIES. SCHOOL OFFICIALS MISTRUST AND POORLY COMMUNICATE WITH COMMUNITY REPRESENTATIVES. COMMUNITY AGENCIES COMPETE FOR THE ECONOMIC RESOURCES BROUGHT BY DECENTRALIZATION, WHILE OVERLOOKING THE MAIN OBJECTIVE OF DECENTRALIZATION, THAT OF THE INVOLVEMENT OF THE COMMUNITY IN EDUCATIONAL PLANNING. THE ADMINISTRATIVE ORGANIZATION OF MANY PROJECTS IS FAULTY. SCHOOL OFFICIALS ARE NOT DIRECTLY ACCOUNTABLE FOR THE PROGRESS OF THE PROJECTS; BETTER MONITORING IS ESSENTIAL. IF DECENTRALIZED PLANNING AND CONDUCT OF EDUCATIONAL PROJECTS IS TO BE EFFECTIVE, THERE MUST BE GREATER PARTICIPATION IN PLANNING AND MONITORING THE PROJECTS BY THE COMMUNITY. THERE IS ALSO A GREAT NEED FOR IMPROVED PERFORMANCE ON THE PART OF SCHOOL OFFICIALS IN THE AREA OF ADMINISTRATION AND SUPERVISION, AND A GREATER WILLINGNESS TO ACCEPT AND RESPOND TO CRITICISM. (JM)

DESCRIPTORS
ADMINISTRATIVE ORGANIZATION
ADMINISTRATOR RESPONSIBILITY
COMMUNITY CONTROL
DECENTRALIZATION
EDUCATIONAL RESPONSIBILITY
SCHOOL COMMUNITY RELATIONSHIP
ADMINISTRATIVE PROBLEMS
COMMUNITY AGENCIES (PUBLIC)
COMMUNITY INVOLVEMENT
EDUCATIONAL PLANNING
PROGRAM DEVELOPMENT
SCHOOL PERSONNEL

IDENTIFIERS
DESTRICT DECENTRALIZED PROGRAMS
TITLE I
ELEMENTARY SECONDARY EDUCATION ACT

EDRS PRICE EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

KA 11.10 SCHOOL COMMUNITY RELATIONS GOALS

REPORT NUMBER ED029070

TITLE FINDINGS AND RECOMMENDATIONS (ABRIDGED) OF THE CITY-WIDE CITIZENS ADVISORY COMMITTEE ON SCHOOL NEEDS.

SOURCE DETROIT BOARD OF EDUCATION, MICH. CITIZENS ADVISORY COMMITTEE ON SCHOOL NEEDS.

NOTE 158P.

PUB DATE NOV 58

ABSTRACT

THIS DOCUMENT CONSISTS OF A SUMMARY OF THE FINDINGS AND RECOMMENDATIONS OF AN INDEPENDENT CITY-WIDE COMMISSION STUDYING DETROIT'S SCHOOL NEEDS (AS OF 1958). THE INFORMATION IS PRESENTED UNDER THE RUBRICS OF SCHOOL PROGRAM (CURRICULUM), PERSONNEL, SCHOOL COMMUNITY RELATIONS, SCHOOL PLANT, AND FINANCE. EACH SECTION CONTAINS DETAILED RECOMMENDATIONS AND 'HIGHLIGHTS' OF FACTUAL DATA. (NH)

DESCRIPTORS

CITY WIDE COMMISSIONS
DATA
EDUCATIONAL FINANCE
SCHOOL COMMUNITY RELATIONSHIP
URBAN SCHOOLS
CURRICULUM
EDUCATIONAL FACILITIES
EDUCATIONAL NEEDS
SCHOOL PERSONNEL

IDENTIFIERS

DETROIT

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KA 11.10 SCHOOL COMMUNITY RELATIONS GOALS

REPORT NUMBER ED025571

TITLE IMPROVING RACIAL BALANCE AND INTERGROUP RELATIONS: AN ADVISORY REPORT TO THE BOARD OF EDUCATION, INGLEWOOD UNIFIED SCHOOL DISTRICT.

SOURCE CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO. BUREAU OF INTERGROUP RELATIONS.

NOTE 91P.

PUB DATE JUN 68

ABSTRACT

AN ADVISORY REPORT TO THE BOARD OF EDUCATION OF THE INGLEWOOD UNIFIED SCHOOL DISTRICT WAS PREPARED BY CALIFORNIA'S BUREAU OF INTERGROUP RELATIONS. THE DOCUMENT CONTAINS A SECTION ON THE PUPIL DISTRIBUTION IN THE PUBLIC SCHOOLS. ALSO PRESENTED ARE SUCH ASPECTS OF EDUCATIONAL OPPORTUNITY AND INTERGROUP RELATIONS AS INDICATORS OF INEQUALITY, THE 'COLOR BLIND' VS. 'COLOR CONSCIOUS' ISSUE, A SURVEY OF STAFF ATTITUDES, AND STAFF TRAINING AND SENSITIVITY. OTHER SECTIONS ARE DEVOTED TO COMMUNITY RELATIONS AND WAYS OF IMPROVING RACIAL BALANCE. A SERIES OF RECOMMENDATIONS ARE INCLUDED. (NH)

DESCRIPTORS

BOARDS OF EDUCATION
EQUAL EDUCATION
NEGROES
RACIAL ATTITUDES
RACIAL COMPOSITION
SCHOOL PERSONNEL
STUDENT DISTRIBUTION
EDUCATIONAL OPPORTUNITIES
INTERGROUP RELATIONS
PUBLIC SCHOOLS
RACIAL BALANCE
SCHOOL COMMUNITY RELATIONSHIP
SENSITIVITY TRAINING
TEACHERS

IDENTIFIERS

BUREAU OF INTERGROUP RELATIONS
INGLEWOOD
CALIFORNIA

EDRS PRICE EDRS PRICE MF-$0.75 HC-$4.20 PLUS POSTAGE

KA 11.10 SCHOOL COMMUNITY RELATIONS GOALS

REPORT NUMBER ED019381

TITLE SCHOOL BOARD GRANT PROGRAM ON SCHOOL DESEGREGATION PROBLEMS. FINAL REPORT.

AUTHOR(S) JACKSON, ERVIN, JR.

SOURCE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT, CALIF.

NOTE 14P.

PUB DATE 67

ABSTRACT

PROJECT ASPIRATION WAS ESTABLISHED TO INSURE HEALTHY INTERGROUP RELATIONS IN A SACRAMENTO, CALIFORNIA, SCHOOL DISTRICT. AS PART OF THE PROJECT, ONE ELEMENTARY SCHOOL WAS CLOSED AND ITS STUDENTS TRANSFERRED TO FOUR RECEIVING SCHOOLS. BEFORE THE SCHOOLS OPENED IN THE FALL, STUDENTS, PARENTS, TEACHERS, AND PRINCIPALS PARTICIPATED IN ORIENTATION SESSIONS. TRAINING WORKSHOPS WERE CONDUCTED FOR PROJECT STAFF, INCLUDING TEACHERS, TEACHER AIDES, BUS MATRONS, AND SCHOOL CLERKS. A TELEVISED SERIES OF INTERGROUP EDUCATION PROGRAMS WAS ALSO INITIATED. TO FURTHER ENCOURAGE POSITIVE COMMUNITY RELATIONS, AN INTERGROUP RELATIONS SERVICE STAFF, ACTIVE IN ALL OF THE PROJECT ACTIVITIES, MADE FREQUENT HOME VISITS, ATTENDED NEIGHBORHOOD COUNCIL MEETINGS, AND GUIDED THE FORMATION OF AN INTERGROUP RELATIONS CITIZENS' ADVISORY COMMITTEE. SEVERAL PARENT-SCHOOL CONFERENCES WERE SCHEDULED. TO FACILITATE STUDENTS' ADJUSTMENT IN THE INTERRACIAL SCHOOLS, INCLUDING DISTRICT SECONDARY SCHOOLS, THE INTERGROUP RELATIONS STAFF HELPED TO FORM SPECIAL STUDENT AND TEACHER ORGANIZATIONS. ALTHOUGH SOME PROBLEMS AROSE WITH THE TRANSFER OF THE MINORITY GROUP STUDENTS, THE RESULTS OF THE PROJECT HAVE BEEN GENERALLY SUCCESSFUL. (LB)

DESCRIPTORS

CLOSED CIRCUIT TELEVISION
HOME VISITS
INSTITUTES (TRAINING PROGRAMS)
INTERGROUP RELATIONS
PARENT PARTICIPATION
SCHOOL INTEGRATION
SECONDARY SCHOOLS
STUDENT ADJUSTMENT
TEACHER AIDS
TRANSFER PROGRAMS
ELEMENTARY SCHOOLS
INSERVICE TEACHER EDUCATION
INTERGROUP EDUCATION
MINORITY GROUP CHILDREN
SCHOOL COMMUNITY RELATIONSHIP
SCHOOL PERSONNEL
SPECIALISTS
SUMMER WORKSHOPS
TEACHERS

IDENTIFIERS

CALIFORNIA
SACRAMENTO
PROJECT ASPIRATION

EDRS PRICE EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

KA 11.10 SCHOOL COMMUNITY RELATIONS GOALS

REPORT NUMBER ED011044

TITLE GUIDELINES FOR COOPERATIVE EDUCATION AND SELECTED MATERIALS FROM THE NATIONAL SEMINAR HELD AUGUST 1-5, 1966, A MANUAL FOR THE FURTHER DEVELOPMENT OF COOPERATIVE EDUCATION.

AUTHOR(S) HUFFMAN, HARRY

SOURCE OHIO STATE UNIV., COLUMBUS. CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION.

NOTE 245P.

PUB DATE 67

ABSTRACT

THE OBJECTIVES OF THE SEMINAR WERE TO PROMOTE THE USE OF COOPERATIVE EDUCATION IN ALL VOCATIONAL SERVICES AND TO EXPLORE THE POSSIBILITIES OF INTERSERVICE TRAINING FOR OCCUPATIONS REQUIRING KNOWLEDGE AND SKILLS FROM SEVERAL AREAS. IT WAS ATTENDED BY OVER 110 STATE LEADERS FROM 41 STATES. THE GUIDELINES ARE ORGANIZED IN FIVE GROUPS DEALING WITH THE SCHOOL, THE TEACHER-COORDINATOR, THE PROGRAM, THE STUDENT-TRAINEE, AND THE EMPLOYER. AMONG THE SEVENTEEN PAPERS WERE--(1) 'IMPENDING SOCIAL, ECONOMIC, AND EMPLOYMENT CHANGES THAT MAY AFFECT COOPERATIVE EDUCATION,' (2) 'COOPERATIVE EDUCATION AS A POLICY OF THE NATIONAL SCHOOL BOARDS ASSOCIATION,' (3) 'ESTABLISHMENT, ORGANIZATION, AND OPERATION OF COOPERATIVE EDUCATION,' AND (4) 'SOME QUESTIONS THAT NEED TO BE ANSWERED ABOUT THE TRAINING OF COORDINATORS.' THE APPENDIX CONTAINS (1) SPEAKER-CONSULTANT BIOGRAPHICAL SKETCHES, (2) THE SEMINAR PROGRAM, (3) FORMS FOR ORGANIZING THE SEMINAR, (4) A SELECTED BIBLIOGRAPHY, (5) FORMS FOR ADMINISTERING COOPERATIVE EDUCATION, (6) A ROSTER OF THE 147 SEMINAR PARTICIPANTS, AND (7) A QUESTIONNAIRE USED TO GATHER INFORMATION FROM SELECTED COOPERATIVE EDUCATION PROGRAMS. (EM)

DESCRIPTORS

- ADMISSION CRITERIA
- AUDIOVISUAL AIDS
- BOARD OF EDUCATION POLICY
- COORDINATORS
- EMPLOYERS
- GUIDELINES
- HISTORICAL REVIEWS
- ON THE JOB TRAINING
- PROGRAM GUIDES
- PUBLIC RELATIONS
- SEMINARS
- VOCATIONAL EDUCATION
- ADVISORY COMMITTEES
- BIBLIOGRAPHIES
- COOPERATIVE EDUCATION
- EDUCATIONAL OBJECTIVES
- EVALUATION
- HIGH SCHOOLS
- OCCUPATIONAL GUIDANCE
- PROGRAM DEVELOPMENT
- PSYCHOEDUCATIONAL PROCESSES
- SCHOOL POLICY
- SOCIOECONOMIC INFLUENCES

IDENTIFIERS

- COLUMBUS

EDRS PRICE EDRS PRICE MF-$0.75 HC-$11.40 PLUS POSTAGE

KA 11.10 SCHOOL COMMUNITY RELATIONS GOALS, ALSO CCF 3.513 AND I 9.0

REPORT NUMBER ED059259

TITLE PROJECT 4-E, EVALUATING ELEMENTARY EDUCATION EFFECTIVELY.

AUTHOR(S) ALTSCHULD, JAMES W.; BAKER DALE

SOURCE COLUMBUS CITY SCHOOL DISTRICT, OHIO.

NOTE 21P.

PUB DATE 71

ABSTRACT

THIS ELEMENTARY SCHOOL EVALUATION CHECKLIST COVERS ORGANIZATIONS AND ADMINISTRATION, CURRICULUM AND INSTRUCTION, PUPIL SERVICES, STAFF PERSONNEL, INSTRUCTIONAL MATERIALS AND EQUIPMENT, SCHOOL AND COMMUNITY RELATIONS, EVALUATION AND RESEARCH, AND PHYSICAL FACILITIES. 'YES-NO,' SHORT 'FILL-IN,' MULTIPLE CHOICE, AND RATING SCALE TYPE QUESTIONS ARE USED. (MS)

DESCRIPTORS

CHECK LISTS
EDUCATIONAL ACCOUNTABILITY
EDUCATIONAL RESEARCH
ELEMENTARY SCHOOL CURRICULUM
INSTRUCTIONAL MATERIALS
PUPIL PERSONNEL SERVICES
RECORD KEEPING
SCHOOL COMMUNITY RELATIONSHIP
SCHOOL PERSONNEL
SPECIAL PROGRAMS
STATE SURVEYS
COUNSELING SERVICES
EDUCATIONAL PHILOSOPHY
ELEMENTARY EDUCATION
EVALUATION
PHYSICAL FACILITIES
RATING SCALES
SCHOOL ADMINISTRATION
SCHOOL ORGANIZATION
SCHOOL POLICY
STAFF MEETINGS

EDRS PRICE EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

KA 11.10 SCHOOL COMMUNITY RELATIONS GOALS, ALSO BDBC 2.404
BDBC 2.404 RATE OF COMMUNITY

REPORT NUMBER ED105656

TITLE LOCAL CONTROL: AN OVERVIEW OF CONFLICTING VOICES.

AUTHOR(S) BRUSS, LYLE R.

NOTE 24P.; PAPER PRESENTED AT THE ANNUAL CONVENTION OF THE NATIONAL SCHOOL BOARDS ASSOCIATION (35TH, MIAMI BEACH, FLORIDA, APRIL 19-22, 1975); NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT

PUB DATE APR 75

ABSTRACT

TO EXPLORE THE ISSUE OF LOCAL CONTROL OVER PUBLIC EDUCATION, FIVE MAJOR QUESTIONS HAVE BEEN IDENTIFIED AND FOLLOWED BY RESPONSES FROM A VARIETY OF SOURCES THAT DEPICT EXISTING CONFLICTS AND DIVERSITY IN OPINION. THE RESPONSES ILLUSTRATE THAT RESOLUTIONS OF THE LOCAL CONTROL PROBLEMS ARE UNCERTAIN, NOT DUE TO LACK OF DIRECTION BY PARTICIPANTS, BUT RATHER BY THEIR CONFLICTING INTERESTS. FOUR GENERAL PRINCIPLES ARE SUGGESTED FOR OPERATING WITHIN THE MANY INFLUENCES AND INTERACTIONS IN OPEN SCHOOL SYSTEMS: THE LINE FOR DEMARCATION FOR MAINTAINING LOCAL CONTROL SHOULD CLEARLY BE ESTABLISHED; SCHOOL BOARDS SHOULD PROMOTE COMMUNICATION AMONG PARTICIPANTS IN THE SYSTEM AND THEMSELVES; LOCAL POWER SHOULD BE IN THE HANDS OF THOSE LOCAL PARTICIPANTS WHO SHOW THE MOST RESPONSIBILITY; AND OVERALL CONTROL OF POWER SHOULD BE WITHIN THE DULY ELECTED SCHOOL BOARD WHO IS, BY ACTION, REPRESENTATIVE OF LOCAL PARTICIPANTS OF THE SYSTEM. (AUTHOR/DW)

DESCRIPTORS
BOARDS OF EDUCATION
CITIZEN ROLE
EDUCATIONAL ALTERNATIVES
ELEMENTARY SECONDARY EDUCATION
POLICY FORMATION
RESEARCH
SCHOOL DISTRICT AUTONOMY
STATE SHCOOL DISTRICT RELATIONSHIP
CITIZEN PARTICIPATION
COMMUNITY CONTROL
EDUCATIONAL FINANCE
GOVERNANCE
POWER STRUCTURE
SCHOOL COMMUNITY RELATIONSHIP
STANDARDS
TEACHER PARTICIPATION

EDRS PRICE EDRS PRICE MF-$0.76 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

KB 11.10 SCHOOL COMMUNITY RELATIONS GOALS, ALSO BAC 2.103

REPORT NUMBER	ED077102
TITLE	THE REVIVAL OF LOCAL CONTROL IN SUBURBIA.
AUTHOR(S)	STEINBERG, LOIS S.
NOTE	32P.; PAPER PRESENTED AT AMERICAN EDUCATIONAL RESEARCH ASSOCIATION ANNUAL MEETING (58TH, NEW ORLEANS, LOUISIANA, FEBRUARY 25-MARCH 1, 1973)
PUB DATE	FEB 73

ABSTRACT

THIS PAPER, THE THIRD BASED ON A 4-YEAR SOCIOLOGICAL FIELD STUDY OF SCHOOL-COMMUNITY RELATIONS IN A FACTIONAL SUBURB, ANALYZES CONFLICT GENERATED BY THE DISCREPANCY BETWEEN THE PERCEIVED AND ACTUAL NORMS GOVERNING THE SCHOOL BOARD-COMMUNITY RELATIONSHIP. A 3-YEAR EFFORT TO DEVELOP ABOARD RESPONSIVENESS FOLLOWED A 7-YEAR PERIOD OF PROFESSIONAL DOMINATION AND SUPPRESSION OF DISSENT. INCREASED PARTICIPATION HAD THE UNANTICIPATED CONSEQUENCE OF RAISING EXPECTATIONS FOR CITIZEN INFLUENCE IN DECISIONMAKING AND CREATING PUBLIC VISIBILITY OF THE DECLINE IN SCHOOL BOARD AUTHORITY. FINDINGS HAVE BEEN RELATED TO PREVIOUS RESEARCH AND THEORY ON CITIZEN PARTICIPATION AND CONFLICT RESOLUTION. (AUTHOR)

DESCRIPTORS

BOARDS OF EDUCATION
COMMUNITY INFLUENCE
CONFLICT RESOLUTION
DECISION MAKING
POWER STRUCTURE
SCHOOL BUDGET ELECTIONS
SOCIOECONOMIC INFLUENCES
CITIZEN PARTICIPATION
COMMUNITY PROBLEMS
CURRICULUM DEVELOPMENT
POLICY FORMATION
ROLE CONFLICT
SCHOOL COMMUNITY RELATIONSHIP
SPEECHES

EDRS PRICE EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

KA 11.10 SCHOOL COMMUNITY RELATIONS GOALS, ALSO, KF 11.50

REPORT NUMBER ED094488

TITLE A HANDBOOK FOR THE COMMUNITY SCHOOL DIRECTOR.

AUTHOR(S) WHITT, ROBERT L.

NOTE 133P.

PUB DATE 71

ABSTRACT

IF EDUCATION IN AMERICA IS TO SERVE THE NEEDS OF THE INDIVIDUAL, THERE MUST BE A CHANGE IN TERMS OF WHAT EDUCATION IS, WHO IT SERVES, HOW IT SERVES, AND BY WHAT METHODOLOGY IT IS CONVEYED. COMMUNITY EDUCATION IS A CONCEPT OF EDUCATION THAT INVOLVES PEOPLE. PEOPLE HAVE DIGNITY, WORTH, AND REALLY COUNT AS INDIVIDUALS. FOUR RATHER BROAD GENERAL PURPOSES CAN BE DEVELOPED AS A RATIONALE FOR COMMUNITY SCHOOLS: ECONOMIC VALUE TO THE COMMUNITY, SOCIAL IMPERATIVE TO OUR SOCIETY, DEMOCRATIC RIGHTS TO BE INVOLVED, AND THE PRINCIPLE OF ACCOUNTABILITY. TO THESE ENDS, THE COMMUNITY SCHOOL DIRECTOR IS PROVIDED WITH GUIDANCE IN THE AREAS OF COMMUNITY INVOLVEMENT PATTERNS, THE RESPONSIBILITIES AND OPPORTUNITIES OF THE DIRECTOR, WAYS OF GAINING SUPPORT FOR PROGRAMS, THE PROPER ATTITUDES FOR TEACHERS OF DEPRIVED CHILDREN, HANDLING SPECIAL INTEREST GROUPS, AND THE IMPORTANCE OF THE FISCAL RESPONSIBILITY. (AUTHOR/WM)

DESCRIPTORS

ADMINISTRATOR GUIDES
COMMUNITY INVOLVEMENT
COMMUNITY SCHOOL DIRECTORS
DISADVANTAGED YOUTH
EDUCATIONAL FINANCE
EDUCATIONAL PROGRAMS
FINANCIAL SUPPORT
SCHOOL ADMINISTRATION
ALTERNATIVE SCHOOLS
COMMUNITY ORGANIZATIONS
COMMUNITY SCHOOLS
EDUCATIONAL FACILITIES
EDUCATIONAL OBJECTIVES
FINANCIAL POLICY
HUMANIZATION
SCHOOL COMMUNITY RELATIONSHIP

AVAILABILITY PENDELL PUBLISHING COMPANY, P.O. BOX 1666, MIDLAND, MICHIGAN 48640 ($4.95)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

KA 11.10 SCHOOL COMMUNITY RELATIONS GOALS

REPORT NUMBER EJ021446

TITLE REQUEIM FOR A SCHOOL LEVEY

AUTHOR(S) YOUNG, BILOINE

PUB DATE MAY '70

ABSTRACT

OBSERVATIONS CONCERNING CITIZEN ATTITUDES TOWARD PUBLIC EDUCATION WHICH CAUSED THE DEFEAT OF TWO SCHOOL TAX LEVIES IN CANTON, OHIO. (MF)

DESCRIPTORS

BOARDS OF EDUCATION
EDUCATIONAL INNOVATION
PUBLIC EDUCATION
SCHOOL SUPERINTENDENTS
TAX RATES
COMMUNITY ATTITUDES
MIDDLE CLASS
SCHOOL BUDGET ELECTIONS
SCHOOL TAXES

CITATION PHI DELTA KAPPAN; 51; 9; 472-475

KA 11.10 SCHOOL COMMUNITY RELATIONS GOALS

REPORT NUMBER EJ028779

TITLE FOR ADMINISTRATORS CAUGHT BETWEEN KIDS AND COMMUNITY

AUTHOR(S) LADD, EDWARD T.

PUB DATE NOV '70

ABSTRACT

APPROACHES SUGGESTED FOR SCHOOL SUPERINTENDENTS IN MEDIATING BETWEEN AN INTELLECTUAL PROFESSION AND A NON-INTELLECTUAL, SOMETIMES ANTI-INTELLECTUAL, COMMUNITY. (AUTHOR)

DESCRIPTORS

BOARDS OF EDUCATION
COMMUNITY INFLUENCE
HIGH SCHOOL STUDENTS
SCHOOL SUPERINTENDENTS
CIVIL LIBERTIES
COURT LITIGATION
LEGAL RESPONSIBILITY
STUDENT ALIENATION

CITATION SCHOOL MANAGEMENT; 14; 11; 18; 21

REPORT NUMBER ED012507

TITLE COMMUNITY RESOURCES AND CONFLICT PROPENSITY AS SOURCES FOR CONSTRAINTS ON THE LOCAL SCHOOL ADMINISTRATOR.

AUTHOR(S) SNOW, R. J.

SOURCE OREGON UNIV., EUGENE. CENTER FOR ADVANCE STUDY OF EDUCATIONAL ADMINISTRATION.

NOTE 31P.

PUB DATE 67

ABSTRACT

TO DETERMINE THE EXTENT TO WHICH SCHOOL SYSTEM ENVIRONMENTS MAY BE DISTINCT IN TERMS OF COMMUNITY RESOURCES AND CONFLICT PROPENSITY, THE VOTING RECORDS, SOCIOECONOMIC DATA, AND ASPECTS OF BOARD OF EDUCATION INTERACTION WITH SCHOOL SUPERINTENDENTS OF FOUR SUBURBAN ILLINOIS COMMUNITIES WERE ANALYZED. A COMPARISON OF CONSTRAINTS AND SUPPORTS FOR THE FOUR COMMUNITIES INDICATED A HIGHER DEGREE OF SCHOOL SUPERINTENDENT LEADERSHIP IN THE DISTRICT WITH THE MOST ABUNDANT RESOURCES AND CONFLICT MANAGEMENT SKILL. THIS WAS EVIDENCED BY A REPRESENTATIVE COMMUNITY CAUCUA ENJOYING BROAD SUPPORT FOR THE SCHOOL PROGRAM AND ENTRUSTING EDUCATIONAL DECISION MAKING TO THE SCHOOL SUPERINTENDENT. DIFFERENTIAL MANIFESTATIONS OF SUPERINTENDENT ADMINISTRATIVE ABILITY AND VARYING DEGREES OF SUCCESS ACHIEVED IN SCHOOL-COMMUNITY RELATIONS FOR THE FOUR COMMUNITIES WERE BRIEFLY REVIEWED. THIS PAPER WAS PRESENTED AT THE ANNUAL MEETING OF THE AMERICAL EDUCATIONAL RESEARCH ASSOCIATION (NEW YORK CITY, FEBRUARY 18, 1967). (JK)

DESCRIPTORS

BOARDS OF EDUCATION
CONFLICT
EDUCATIONAL PLANNING
POLICY FORMATION
SCHOOL SUPERINTENDENTS
COMMUNITY RESOURCES
DECISION MAKING
LEADERSHIP QUALITIES
SCHOOL COMMUNITY RELATIONSHIP
SUPERINTENDENT ROLE

IDENTIFIERS

AMERICAN EDUCATIONAL RESEARCH ASSO EUGENE
ILLINOIS
NEW YORK CITY

EDRS PRICE EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

KA 11.10 SCHOOL COMMUNITY RELATIONS GOALS

REPORT NUMBER ED089417

TITLE PARTICIPATION AND REPRESENTATION IN AN AGE OF DECENTRALIZATION AND ALTERNATIVES.

AUTHOR(S) STEINBERG, LOIS S.

NOTE 31P.; PAPER PRESENTED AT AMERICAN EDUCATIONAL RESEARCH ANNUAL MEETING (59TH, CHICAGO, ILLINOIS, APRIL 15-19, 1974)

PUB DATE 19 APR 74

ABSTRACT

THIS IS THE FOURTH REPORT ON PARTICIPATION IN 'EASTPORT,' A HETEROGENEOUS SUBURB WITH A HISTORY OF SCHOOL-COMMUNITY CONFLICT. SOCIOLOGICAL CONCEPTS DERIVED FROM REFERENCE GROUP AND ROLE THEORY ARE UTILIZED TO ANALYZE THE EFFECTS OF STRUCTURAL CHANGE DESIGNED TO INCREASE PARENT PARTICIPATION IN DECISIONMAKING AT THE LOCAL SCHOOL LEVEL. FINDINGS BASED ON SURVEY AND FIELD METHODS ARE RELATED TO PARENTAL SOCIALIZATION, MECHANISMS FOR PARTICIPATION, PARTICIPATORY ROLES, THE IMPACT OF DECENTRALIZATION, AND EDUCATIONAL ALTERNATIVES. RESULTS SUGGEST THAT ADMINISTRATIVE FAILURE TO ENSURE REPRESENTATIVE PARTICIPATION FOSTERS SCHOOL-COMMUNITY CONFLICT, REINFORCES EXISTING INTERGROUP HOSTILITY, AND ISOLATES THE SCHOOL SYSTEM FROM COMMUNITY FACTIONS. (AUTHOR)

DESCRIPTORS

BOARDS OF EDUCATION
DECENTRALIZATION
EDUCATIONAL RESEARCH
PARENT ASSOCIATIONS
PARENT INFLUENCE
PARENT SCHOOL RELATIONSHIP
ROLE THEORY
CONFLICT RESOLUTION
DECISION MAKING
PARENTAL BACKGROUND
PARENT ATTITUDES
PARENT PARTICIPATION
POLICY FORMATION
SPEECHES

IDENTIFIERS

EDUCATIONAL ALTERNATIVES

EDRS PRICE EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

KB 11.20 PUBLIC INFORMATION PROGRAM

REPORT NUMBER ED092155

TITLE MASTER STATE PLAN FOR PUBLIC TELECOMMUNICATIONS. PART I.

SOURCE VIRGINIA PUBLIC TELECOMMUNICATIONS COUNCIL, RICHMOND.

NOTE 55P.; FOR RELATED DOCUMENT SEE PART II, IR 000 717

PUB DATE 2 OCT 73

ABSTRACT

A MASTER PLAN WAS PREPARED FOR THE DEVELOPMENT OF PUBLIC TELECOMMUNICATIONS IN TEH COMMONWEALTH OF VIRGINIA. THE SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS WERE THE RESULT OF VARIOUS MASTER STATE PLAN SURVEYS, QUESTIONNAIRES AND STUDIES. IT WAS FOUND THAT: THE DEVELOPMENT OF A STATEWIDE PUBLIC TELECOMMUNICATION SYSTEM IS FRUSTRATED BECAUSE OF A LACK OF HARDWARE IN SCHOOLS; LITTLE OR NO PRESERVICE TRAINING FOR TEACHERS AND ADMINISTRATORS; LOW ANNUAL OPERATING BUDGETS FOR EDUCATIONAL TELEVISION STATIONS TOGETHER WITH AN OBSOLETE METHOD OF FUNDING PUBLIC SCHOOL TV PROGRAMING; AND THE LACK OF CURRENT INSTRUCTIONAL TECHNOLOGY OF ANY REAL CONSEQUENCE. FURTHER, THE EXISTING SYSTEM APPEARED TO LACK A COMPREHENSIVE MISSION, AND THE EXISTING POLICIES AND PROGRAMS WERE FOUND TO RETARD THE INNOVATIVE USERS OF TECHNOLOGIES OTHER THAN TELEVISION BROADCASTING. IT WAS SUGGESTED THAT THE RELATIONSHIP BETWEEN THE COMMONWEALTH AND MEDIA ORGANIZATIONS BE CAREFULLY DEFINED AND MANAGED. THE STUDY RECOMMENDED LIMITS BE PLACED ON THE VIRGINIA PUBLIC TELECOMMUNICATIONS COUNCIL (VPTC) ALTHOUGH THE COUNCIL WAS DIRECTED TO DETERMINE DAY-TO-DAY TASK AND RESOURCE APPLICATIONS. ALSO RECOMMENDED WAS A SPECIAL ROLE FOR THE PUBLIC SCHOOLS. (WCM)

DESCRIPTORS

CABLE TELEVISION
INSTRUCTIONAL MEDIA
PUBLIC POLICY
RADIO
STATEWIDE PLANNING
TELEVISION
EDUCATIONAL POLICY
MASTER PLANS
PUBLIC TELEVISION
SCHOOL POLICY
TELECOMMUNICATION

IDENTIFIERS

VIRGINIA
VIRGINIA PUBLIC TELECOMMUNICATION COUNCIL

EDRS PRICE EDRS PRICE MF-$0.75 HC-$3.15

KBC 11.201 NEWS MEDIA RELATIONS

REPORT NUMBER ED045675

TITLE PROPAGANDA OR EDUCATION? CENSORSHIP AND SCHOOL JOURNALISM.

AUTHOR(S) JAMES, MAX H.

SOURCE ARIZONA ENGLISH TEACHERS ASSOCIATION, TEMPE.

NOTE 5P.

PUB DATE OCT 70

ABSTRACT

A SURVEY OF 95 ARIZONA HIGH SCHOOLS AND THEIR PROBLEMS WITH SCHOOL NEWSPAPER CENSORSHIP INDICATES THAT WHETHER LIMITATIONS ARE IMPOSED BEFORE OR AFTER PUBLICATION, THE ESSENTIAL CONFLICT IS ONE BETWEEN VIEWING THE STUDENT NEWSPAPER AS AN OPPORTUNITY FOR EDUCATION, OR SEEING THE PAPER AS A PUBLIC RELATIONS AGENT FOR THE SCHOOL. SOME SUGGESTIONS FOR TEACHERS AND STUDENTS IN PROMOTING RESPONSIBLE SCHOOL JOURNALISM ARE (1) CLARIFY THE PUBLISHER-EDITOR RELATIONSHIP; (2) PRINT A BALANCED SELECTION OF OPINION; (3) DO 'ENTERPRISE' REPORTING ON SERIOUS CAMPUS ISSUES--DRUGS, THE DRAFT, RACIAL PROBLEMS, THE RELEVANCY OF EDUCATIONAL REQUIREMENTS; AND (4) EMPLOY GOOD REPORTING TECHNIQUES. (MF)

DESCRIPTORS

ACADEMIC FREEDOM
HIGH SCHOOLS
JOURNALISM
PUBLIC OPINION
SCHOOL NEWSPAPERS
STUDENT PROBLEMS
CENSORSHIP
HIGH SCHOOL STUDENTS
MORAL ISSUES
PUBLIC RELATIONS
SCHOOL POLICY
STUDENT ROLE

CITATION ARIZONA ENGLISH BULLETIN; V13 N1 P37-41 OCT 1970

EDRS PRICE EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

KBC 11.201 NEWS MEDIA RELATIONS

REPORT NUMBER ED114997

TITLE PRESS AND COMMUNITY RELATIONS. WHAT EVERY SCHOOL BOARD MEMBER SHOULD KNOW SERIES, VOL. 4.

AUTHOR(S) MOVSHOVITZ, HELEN

SOURCE NEW JERSEY SCHOOL BOARDS ASSOCIATION, TRENTON.

NOTE 106P.

PUB DATE 75

ABSTRACT

DESIGNED TO SERVE AS A HANDY AND USEFUL REFERENCE FOR EVERYONE IN THE EDUCATION COMMUNITY, THIS HANDBOOK OFFERS AN OVERVIEW OF WHAT A SCHOOL PUBLIC RELATIONS PROGRAM SHOULD DO AND A GENERAL GUIDE TO CONSTRUCTING A PROGRAM THAT HAS A GOOD CHANCE TO SUCCEED. IT IS INTENDED TO MAKE EVIDENT THE GREAT NEED FOR EVERYONE CONNECTED WITH THE SCHOOL TO COMMUNICATE WITH THE PUBLIC ON A STRAIGHTFORWARD, THOROUGH, AND CONTINUING BASIS. THE GUIDELINES AND IDEAS CONTAINED ARE OFFERED AS SUGGESTIONS RATHER THAN AS HARD AND FAST RULES. CHAPTERS DISCUSS THE NEED FOR PUBLIC SCHOOLS TO COMMUNICATE, THE FOUNDATION OF A PUBLIC RELATIONS PROGRAM, THE DESIGN OF THE PROGRAM, WHO SHOULD COMMUNICATE, THE MEDIA, THE PRODUCTION OF PUBLICATIONS, BUDGET ELECTIONS AND BOND REFERENDUMS, THE BOARD MEETING'S PLACE IN THE PUBLIC RELATIONS PROGRAM, CRITICISM AND CRISES, AND EVALUATION AND FEEDBACK. NUMEROUS APPENDIXES CONTAIN SUGGESTIONS FROM OTHER SOURCES. A BIBLIOGRAPHY IS INCLUDED. (AUTHOR/IRT)

DESCRIPTORS

BOARD OF EDUCATION ROLE
BOND ISSUES
ELEMENTARY SECONDARY EDUCATION
NEWSPAPERS
PROGRAM DESIGN
RADIO
SCHOOL COMMUNITY RELATIONSHIP
TELEVISION
BOARD OF EDUCATION
COMMUNICATION (THOUGHT TRANSFER)
NEWS MEDIA
ORGANIZATIONAL COMMUNICATION
PUBLIC RELATIONS
SCHOOL BUDGET ELECTIONS
SCHOOL PUBLICATIONS
VOTING

AVAILABILITY NEW JERSEY BOARDS ASSOCIATION, P. O. BOX 909, TRENTON, N. J. 08605 ($3.50)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS

KBC 11.201 NEWS MEDIA RELATIONS

REPORT NUMBER ED062694

TITLE A LEGAL ANALYSIS OF THE UNDERGROUND PRESS.

AUTHOR(S) GEORGE, THOMAS W.

NOTE 17P.; PAPER PRESENTED AT AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS ANNUAL CONVENTION (104TH, ATLANTIC CITY, NEW JERSEY, FEBRUARY 12-16, 1972)

PUB DATE FEB 72

ABSTRACT

THIS SPEECH REPORTS ON THE UNDERGROUND PRESS--ALMOST EVERY KIND OF UNOFFICIAL PUBLICATION--REVIEWS CASE LAW GOVERNING THOSE PUBLICATIONS, AND SUGGESTS ADMINISTRATIVE GUIDELINES FOR GOVERNING AND REGULATING UNOFFICIAL PUBLICATIONS. THE AUTHOR SUGGESTS THAT ALTHOUGH COURTS ARE BEGINNING TO APPLY ADULT STANDARDS OF RESPONSIBLE JOURNALISM TO STUDENT PUBLICATIONS, THE RESPONSIBILITY OF SCHOOL ADMINISTRATORS REMAINS IN A STATE OF CONFUSION AND THAT GENERAL GUIDELINES BE ESTABLISHED TO CATEGORIZE AS UNACCEPTABLE ALL LIBELOUS, OBSCENE, SCANDALOUS, OR CLEARLY PROVOCATIVE MATERIAL. SCHOOL ADMINISTRATORS, ACCORDING TO THE AUTHOR, CONTINUE TO HAVE THE AUTHORITY AND THE DUTY TO PROVIDE AN ORDERLY EDUCATIONAL ATMOSPHERE FREE FROM CONSTANT TURMOIL AND DISTRACTION. SAMPLE SCHOOL CODES GOVERNING STUDENT PUBLICATIONS ARE PROVIDED. (AUTHOR/JF)

DESCRIPTORS

ACTIVISM
COURT CASES
GUIDELINES
SCHOOL LAW
STUDENT PUBLICATIONS
ADMINISTRATIVE POLICY
FREEDOM OF SPEECH
NEWS MEDIA
SCHOOL POLICY
STUDENT RIGHTS

IDENTIFIERS

UNDERGROUND PRESS

EDRS PRICE EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

REPORT NUMBER ED049637

TITLE SCHOOLS AND CABLE TELEVISION.

SOURCE NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D.C. EDUCATIONAL TECHNOLOGY DIV.

NOTE 66P.

PUB DATE 71

ABSTRACT

THE PAPERS GATHERED HERE ARE DESIGNED TO PROVIDE A FOUNDATION OF BACKGROUND INFORMATION FOR THOSE CHARGED WITH THE RESPONSIBILITY OF FORMULATING SCHOOL DISTRICT GOALS REGARDING CABLE TELEVISION (CATV) AND OF OBTAINING THE NECESSARY COOPERATION FROM THE LOCAL CATV FRANCHISE OPERATORS TO REACH THESE GOALS. THE POSITION OF THE NATIONAL EDUCATION ASSOCIATION, WHICH SEEKS TO HAVE 20 PERCENT OF ALL CATV CHANNELS RESERVED FOR EDUCATIONAL PURPOSES, IS PRESENTED. CABLE TELEVESION IS DESCRIBED BOTH FROM A HISTORICAL AND TECHNICAL VIEWPOINT. SUGGESTIONS FOR OBTAINING CATV CHANNELS FOR SCHOOL USE INCLUDE IDEAS FOR WORKING BOTH WITH CITY GOVERNMENTS AND WITH FRANCHISE OPERATORS. THE COST OF VARIOUS CATV SERVICES IS ESTIMATED, AND THE FUTURE OF CABLE COMMUNICATIONS IS PROJECTED, EMPHASIZING THE POTENTIAL OF ITS UNIQUE TECHNICAL FEATURES FOR SOLVING EDUCATIONAL PROBLEMS. A CASE STUDY DESCRIBES THE EFFORTS OF A NEW YORK COMMUNITY GROUP TO OBTAIN EDUCATIONAL PROVISOS IN A CATV FRANCHISE. A LIST OF REQUIREMENTS FORMULATES THE NECESSARY FRANCHISE STIPULATIONS WHICH WILL PROTECT THE INTERESTS OF PUBLIC EDUCATION. SAMPLE CONTRACTS, A GLOSSARY, AND A BIBLIOGRAPHY ARE INCLUDED AS SUPPLEMENTARY INFORMATION. (JY)

DESCRIPTORS

BROADCAST INDUSTRY
COMMUNITY ANTENNAS
COMMUNITY SUPPORT
EDUCATIONAL TELEVISION
INTERAGENCY COOPERATION
MEDIA TECHNOLOGY
PUBLIC POLICY
REGIONAL PLANNING
SCHOOL POLICY
CABLE TELEVISION
COMMUNITY PLANNING
EDUCATIONAL PLANNING
ESTIMATED COSTS
INTERDISTRICT POLICIES
POLICY FORMATION
PUBLIC TELEVISION
SCHOOL COMMUNITY COOPERATION
TELECOMMUNICATION

AVAILABILITY NEA, PUBLICATIONS-SALES SECTION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036 (ORDER NO. 381-11968, $2.25)

EDRS PRICE EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

KC 11.30 BOARD-COMMUNITY RELATIONS, also KCB 11.302

REPORT NUMBER ED017056

TITLE THE STRUCTURE AND PROCESS OF SCHOOL-COMMUNITY RELATIONS. VOLUME III, THE STRUCTURE OF SCHOOL-COMMUNITY RELATIONS.

AUTHOR(S) CARTER, RICHARD F.; AND OTHERS

SOURCE STANFORD UNIV., CALIF. SCHOOL OF EDUCATION.

NOTE 401 P.

PUB DATE 30 JUN 66

ABSTRACT

TO EVALUATE STRUCTURAL COMPONENTS OF SCHOOL-COMMUNITY RELATIONS, 860 VARIABLES WERE DEFINED FROM THE LITERATURE AND GROUPED INTO 26 DIVISIONS FOR ASSESSMENT AGAINST FOUR USMMARY CRITERION VARIABLES--(1) ACQUIESCENCE, THE DEGREE TO WHICH VOTERS IN A SCHOOL DISTRICT VIEW FINANCIAL ISSUES FAVORABLY, (2) PARTICIPATION, THE DEGREE TO WHICH VOTERS EXERCISE THEIR RIGHT OF REVIEW BY VOTING, (3) UNDERSTANDING, THE DEGREE TO WHICH INFORMED OBSERVERS SIMILARLY PERCEIVE SCHOOL-COMMUNITY RELATIONSHIPS, AND (4) QUIENSCENCE, THE DEGREE TO WHICH CONTROVERSY AND CONFLICT ARE LACKING IN THE SCHOOL DISTRICT. FINDINGS OF THE STUDY WERE BASED ON DATA FOR A RANDOM NATIONAL SAMPLE, DRAWN BY THE CENSUS BUREAU, OF 180 SCHOOL DISTRICTS WITH 150 PUPILS OR MORE, WITH THE PROBABILITY OF SELECTION PROPORTIONAL TO SCHOOL ENROOLMENT. TEN PERSONS HOLDING KEY ROLES WERE QUESTIONED IN EACH DISTRICT--SUPERINTENDENT, BOARD PRESIDENT, FOUR OTHER BOARD MEMBERS, TEACHER REPRESENTATIVE, PARENT REPRESENTATIVE, MASS MEDIA REPRESENTATIVE, AND AN INTERESTED CITIZEN. FACTOR ANALYSES OF QUESTIONNAIRE RESPONSES, CENSUS DATA (1940, 1950, AND 1960), AND SCHOOL RECORDS IDENTIFIED 256 VARIABLES AS SIGNIFICANTLY RELATED TO ONE OR MORE OF THE FOUR CRITERION VARIABLES. WHILE THE STRUCTURAL ANALYSIS SERVED PRIMARILY AS A BASIS FOR THE SUBSEQUENT PROCESS ANALYSIS DESCRIBED IN VOLUME 4, PRACTICAL USES OF THE STUDY'S IDENTIFICATION OF KEY STRUCTURAL VARIABLES INCLUDE BOTH THE DIAGNOSIS AND THE SOLVING OF PROBLEMS IN SCHOOL-COMMUNITY RELATIONS. THIS IS PART III OF A SERIES. RELATED DOCUMENTS INCLUDE EA 001 091, EA 001 092, EA 001 094, AND EA 001 095. (JK)

DESCRIPTORS

BOARDS OF EDUCATION
COMMUNICATIONS
COMMUNITY RESOURCES
FACTOR ANALYSIS
PARENT SCHOOL RELATIONSHIP
POLICY FORMATION
SCHOOL COMMUNITY RELATIONSHIP
SPECIAL PROGRAMS
SUPERINTENDENTS
CITIZEN PARTICIPATION
COMMUNITY LEADERS
ELECTIONS
MASS MEDIA
PERSONNEL POLICY
PUBLIC OPINION
SCHOOL DISTRICTS
SPECIAL SERVICES

IDENTIFIERS

PROJECT CAST
STANFORD

EDRS PRICE MF-$0.75 HC-$19.80 PLUS POSTAGE

KC 11.30 BOARD-COMMUNITY RELATIONS

REPORT NUMBER ED011130

TITLE KENOSHA, WISCONSIN, WHEN COMMUNICATION BETWEEN A FISCALLY DEPENDENT SCHOOL BOARD AND COMMUNITY BREAKS DOWN. REPORT OF AN INVESTIGATION.

AUTHOR(S) BARR, W. MONTFORT; AND OTHERS

SOURCE NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D.C.; WISCONSIN EDUCATION ASSOCIATION, MADISON.

NOTE 43 P.

PUB DATE OCT 66

ABSTRACT

A SCHOOL BUDGET CONTROVERSY IN KENOSHA, WISCONSIN, STIMULATED AN NEA-WEA SPECIAL COMMITTEE STUDY OF THE CONTROVERSY, THE COMMUNITY, THE CITY GOVERNMENT, AND THE SCHOOL SYSTEM. SCHOOL FINANCES AND THE DEVELOPMENT OF DISAGREEMENT BETWEEN THE BOARD OF EDUCATION AND THE CITY COUNCIL WERE CHRONOLOGICALLY TRACED. COMMUNICATION BREAKDOWN BETWEEN THE BOARD OF EDUCATION AND THE CITY COUNCIL WAS PERCEIVED TO BE THE MAJOR CAUSE OF THE CONTROVERSY. THE SPECIAL COMMITTEE, CENTERING UPON THIS PROBLEM, RECOMMENDED THAT (1) DESTRUCTIVE CRITICISM BETWEEN SCHOOL AND COMMUNITY AGENCIES MUST CEASE, (2) THE CENTRAL ADMINISTRATION, WITH ITS MORE PROFESSIONAL TRAINING, MUST ASSUME FULL RESPONSIBILITY FOR DETERMINING FUNDS NEEDED TO SUPPORT A QUALITY EDUCATION PROGRAM, (3) AN IN-DEPTH STUDY OF DISTRICT NEEDS AND RESOURCES SHOULD BE MADE BY SPECIALISTS, (4) AN ORGANIZED SYSTEM OF INFORMATION DISSEMINATION SHOULD BE ESTABLISHED, (5) WRITTEN POLICIES OF THE BOARD AND THE CENTRAL ADMINISTRATION SHOULD BE REEXAMINED AND SHOULD CLEARLY DELINEATE RESPONSIBILITIES OF THE VARIOUS AGENCIES, (6) A COMMITTEE OF CITIZENS AND OFFICIALS SHOULD EXAMINE RECOMMENDATIONS FOR SCHOOL DISTRICT REORGANIZATION, AND (7) EACH GROUP MUST FULFILL ITS RESPONSIBILITIES AND WORK TO FOSTER GOOD INTERACTION WITH OTHER GROUPS. THE COMMITTEE CONCLUDED THAT KENOSHA CHILDREN WERE RECEIVING ABOVE-AVERAGE EDUCATIONAL OPPORTUNITIES. (HM)

DESCRIPTORS
BOARDS OF EDUCATION
COMMUNICATION PROBLEMS
FISCAL CAPACITY
SCHOOL ADMINISTRATION
SCHOOL DISTRICTS
SCHOOL SUPPORT
CITY GOVERNMENT
FINANCIAL POLICY
INFORMATION DISSEMINATION
SCHOOL COMMUNITY RELATIONSHIP
SCHOOL DISTRICT SPENDING

IDENTIFIERS
DISTRICT OF COLUMBIA
MADISON
KENOSHA

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

KCB 11.302 COMMUNITY INVOLVEMENT IN DECISION MAKING OF THE BOARD, ALSO BC 2.30

REPORT NUMBER ED074616

TITLE THE SCHOOL BOARD PRESIDENT. GUIDELINES FOR BETTER BOARD MEETINGS.

SOURCE PENNSYLVANIA SCHOOL BOARDS ASSOCIATION, INC., HARRISBURG.

NOTE 23 P.

PUB DATE DEC 72

ABSTRACT

THIS REPORT CONTAINS ARTICLES THAT PROVIDE GUIDELINES FOR RUNNING BOARD OF EDUCATION MEETINGS AND DISCUSSES THE ROLES OF SUPERINTENDENTS AND BOARDS IN DECISION MAKING. THE ARTICLES DISCUSS (1) THE PUBLIC RELATIONS VALUE OF WELL-RUN BOARD MEETINGS, (2) THE IMPORTANCE OF FOLLOWING GOOD PARLIAMENTARY PROCEDURE, AND (3) THE PREPARATION AND DISSEMINATION OF BOARD MEETING AGENDAS. THE RESPONSIBILITIES OF SUPERINTENDENTS AND BOARDS ARE ALSO DISCUSSED. (JF)

DESCRIPTORS

BOARD ADMINISTRATOR RELATIONSHIP
BOARD OF EDUCATION ROLE
COMMUNITY INVOLVEMENT
GUIDELINES
PUBLIC RELATIONS
SUPERINTENDENTS
BOARD OF EDUCATION POLICY
BOARDS OF EDUCATION
DECISION MAKING
POLICY FORMATION
SUPERINTENDENT ROLE

IDENTIFIERS

BOARD OF EDUCATION MEETINGS

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

KCB 11.302 COMMUNITY INVOLVEMENT IN DECISION MAKING OF THE BOARD ALSO, GAC 7.101

REPORT NUMBER ED066818

TITLE THE DECENTRALIZED ADMINISTRATIVE CONCEPT. A REPORT TO THE BOARD OF TRUSTEES.

AUTHOR(S) YOUNGERMAN, STEPHENSON S., JR.

SOURCE BOISE CITY INDEPENDENT SCHOOL DISTRICT, IDAHO.

NOTE 30 P.

PUB DATE 3 JAN 72

ABSTRACT

THIS REPORT PRESENTS A MODEL FOR PARTICIPATION BY THE COMMUNITY, TEACHERS, AND ADMINISTRATORS IN THE DECISIONMAKING PROCESS. THE REPORT TELLS HOW THE BOISE, IDAHO, SCHOOL DISTRICT USED A SYSTEMS APPROACH TO SET UP A DECENTRALIZED DECISIONMAKING SYSTEM. THE DUTIES OF VARIOUS PERSONS IN THE SYSTEM (WITH EMPHASIS ON THE IMPORTANCE OF THE ROLE OF THE PRINCIPAL AND HIS STAFF) ARE OUTLINED. AN APPENDIX CONTAINS A MASTER PLANNING MODEL AND A DESIGN OF THE MAPLE GROVE ELEMENTARY SCHOOL PLANNING SYSTEM. (JF)

DESCRIPTORS

ADMINISTRATIVE ORGANIZATION
BOARDS OF EDUCATION
COOPERATIVE PLANNING
DECISION MAKING
PRINCIPALS
TEACHER PARTICIPATION
ADMINISTRATOR ROLE
COMMUNITY INVOLVEMENT
DECENTRALIZATION
POLICY FORMATION
SYSTEMS APPROACH

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

KCB 11.302 COMMUNITY INVOLVEMENT IN DECISION MAKING OF THE BOARD

REPORT NUMBER ED025023

TITLE EDUCATIONAL DECISION MAKING AND THE DISTRIBUTION OF INFLUENCE IN CITIES.

AUTHOR(S) CRAIN, ROBERT L.

NOTE 26 P.; PAPER PRESENTED AT AMERICAN POLITICAL SCIENCE ASSOCIATION MEETINGS (NEW YORK, NEW YORK, SEPTEMBER, 1966).

PUB DATE SEP 66

ABSTRACT

A STUDY DETERMINED THE EXTENT OF INFLUENCE MEMBERS OF A CITY'S BUSINESS ELITE HAVE ON CIVIL RIGHTS POLICY OF THE CITY'S SCHOOL SYSTEM. THE NATIONAL OPINION RESEARCH CENTER INTERVIEWED THE SCHOOL SUPERINTENDENT, SCHOOL BAORD MEMBERS, CIVIL RITHTS LEADERS, OTHER POLITICAL LEADERS, AND MEMBERS OF THE BUSINESS ELITE IN EIGHT LARGE CITIES. THE STUDY FOUND THAT DECISIONS ON CIVIL RIGHTS POLICY MADE BY SCHOOL BOARD MEMBERS WERE NOT DIRECTLY INFLUENCED BY OUTSIDE CIVIC OR POLITICAL ELITES BUT WERE BASED ON THE BOARD MEMBERS' PERSONAL ATTITUDES. HOWEVER, SCHOOL BOARD COMPOSITION WAS FOUND TO BE DETERMINED BY THE OVERALL INFLUENCE OF THE CITIES' CIVIC ELITES AND THE STRENGTH OF POLITICAL PARTIES. CIVIC ELITES ARE DESCRIBED NOT AS HIERARCHICAL POWER STRUCTURE BUT AS A DIFFUSE 'CLASS' HAVING A COMMON SET OF VALUES. ALTHOUGH CONFLICT BETWEEN CIVIC ELITES AND POLITICAL PARTIES EXISTS IN EACH OF THE CITIES, CIVIC ELITES HAVE MORE INFLUENCE OVER THE SELECTION OF BOARD MEMBERS IN THOSE CITIES HAVING STRONG POLITICAL PARTIES. THE MOST IMPORTANT REASON FOR THIS PARADOX IS THAT A STRONG PARTY SERVES AS A BARRIER TO PREVENT THE LEADERSHIP FROM BEING HEAVILY INFLUENCED BY PUBLIC OPINION. (JH)

DESCRIPTORS

BOARDS OF EDUCATION
COMMUNITY LEADERS
POLICY FORMATION
POWER STRUCTURE
SOCIOECONOMIC INFLUENCES
CIVIL RIGHTS
METROPOLITAN AREAS
POLITICAL INFLUENCES
SCHOOL INTEGRATION
SUBURBS

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

KCB 11.302 COMMUNITY INVOLVEMENT IN DECISION MAKING OF THE BOARD ALSO, KC 11.30

REPORT NUMBER	ED017056
TITLE	THE STRUCTURE AND PROCESS OF SCHOOL-COMMUNITY RELATIONS. VOLUME III, THE STRUCTURE OF SCHOOL-COMMUNITY RELATIONS.
AUTHOR(S)	CARTER, RICHARD F.; AND OTHERS
SOURCE	STANFORD UNIV., CALIF. SCHOOL OF EDUCATION.
NOTE	401 P.
PUB DATE	30 JUN 66

ABSTRACT

TO EVALUATE STRUCTURAL COMPONENTS OF SCHOOL-COMMUNITY RELATIONS, 860 VARIABLES WERE DEFINED FROM THE LITERATURE AND GROUPED INTO 26 DIVISIONS FOR ASSESSMENT AGAINST FOUR SUMMARY CRITERION VARIABLES--(1) ACQUIESCENCE, THE DEGREE TO WHICH VOTERS IN A SCHOOL DISTRICT VIEW FINANCIAL ISSUES FAVORABLY, (2) PARTICIPATION, THE DEGREE TO WHICH VOTERS EXERCISE THEIR RIGHT OF REVIEW BY VOTING, (3) UNDERSTANDING, THE DEGREE TO WHICH INFORMED OBSERVERS SIMILARLY PERCEIVE SCHOOL-COMMUNITY RELATIONSHIPS, AND (4) QUIESCENCE, THE DEGREE TO WHICH CONTROVERSY AND CONFLICT ARE LACKING IN THE SCHOOL DISTRICT. FINDINGS OF THE STUDY WERE BASED ON DATA FOR A RANDOM NATIONAL SAMPLE, DRAWN BY THE CENSUS BUREAU, OF 180 SCHOOL DISTRICTS WITH 150 PUPILS OR MORE, WITH THE PROBABILITY OF SELECTION PROPORTIONAL TO SCHOOL ENROLLMENT. TEN PERSONS HOLDING KEY ROLES WERE QUESTIONED IN EACH DISTRICT--SUPERINTENDENT, BOARD PRESIDENT, FOUR OTHER BOARD MEMBERS, TEACHER REPRESENTATIVE, PARENT REPRESENTATIVE, MASS MEDIA REPRESENTATIVE, AND AN INTERESTED CITIZEN. FACTOR ANALYSES OF QUESTIONNAIRE RESPONSES, CENSUS DATA (1940, 1950, AND 1960), AND SCHOOL RECORDS IDENTIFIED 256 VARIABLES AS SIGNIFICANTLY RELATED TO ONE OR MORE OF THE FOUR CRITERION VARIABLES. WHILE THE STRUCTURAL ANALY_IS SERVED PRIMARILY AS A BASIS FOR THE SUBSEQUENT PROCESS ANALYSIS DESCRIBED IN VOLUME 4, PRACTICAL USES OF THE STUDY'S IDENTIFICATION OF KEY STRUCTURAL VARIABLES INCLUDE BOTH THE DIAGNOSIS AND THE SOLVING OF PROBLEMS IN SCHOOL-COMMUNITY RELATIONS. THIS IS PART III OF A SERIES. RELATED DOCUMENTS INCLUDE EA 001 091, EA 001 092, EA 001 094, AND EA 001 095. (JK)

DESCRIPTORS

BOARDS OF EDUCATION
COMMUNICATIONS
COMMUNITY RESOURCES
FACTOR ANALYSIS
PARENT SCHOOL RELATIONSHIP
POLICY FORMATION
SCHOOL COMMUNITY RELATIONSHIP
SPECIAL PROGRAMS
SUPERINTENDENTS
CITIZEN PARTICIPATION
COMMUNITY LEADERS
ELECTIONS
MASS MEDIA
PERSONNEL POLICY
PUBLIC OPINION
SCHOOL DISTRICTS
SPECIAL SERVICES

IDENTIFIERS

PROJECT CAST
STANFORD

EDRS PRICE MF-$0.75 HC-$19.80 PLUS POSTAGE

KCB 11.302 COMMUNITY INVOLVEMENT IN DECISION MAKING OF THE BOARD

REPORT NUMBER ED017055

TITLE THE STRUCTURE AND PROCESS OF SCHOOL-COMMUNITY RELATIONS. VOLUME II, BETWEEN CITIZENS AND SCHOOLS.

AUTHOR(S) CARTER, RICHARD F.; CHAFFEE, STEVEN H.

SOURCE STANFORD UNIV., CALIF. INST. FOR COMMUNITY RESEARCH.

NOTE 238P.

PUB DATE 30JUN66

ABSTRACT

FROM A 1964 NATIONAL QUOTA-PROBABILITY SAMPLE OF INTERVIEWS WITH 1,500 CITIZENS 21 YEARS OF AGE OR OLDER, MAJOR VARIABLES WERE DEFINED RELATING TO COMMUNICATION BETWEEN PUBLIC SCHOOLS AND THEIR COMMUNITIES. PRIMARY CONTENT OF THE COMMUNICATION PROCESS STUDIES WAS FINANCIAL SUPPORT FOR SCHOOLS. FOR PURPOSES OF CORRELATIONAL ANALYSIS, RESPONDENTS WERE RELATED POSITIONALLY TO THREE ROLE SETS WITHIN A CONTEXT OF CONSUMER ROLES--(1) PARENTAL STATUS (PRESCHOOL PARENTS, PUBLIC SCHOOL PARENTS, PRIVATE SHCOOL PARENTS, POSTSCHOOL PARENTS, AND NONPARENTS), (2) UTILITY (OPINION OF EDUCATIONAL VALUE RECEIVED IN RETURN FOR TAXES PAID), AND (3) ADULT'S OWN EDUCATIONAL EXPERIANCE. SIX OUT OF SEVEN CITIZENS INTERVIEWED THOUGHT CHILDREN WERE NOT GETTING ALL THEY SHOULD OUT OF EDUCATION, EITHER FOR EVENTUAL ECONOMIC BENEFITS OR FOR SOCIAL AND INTELLECTUAL COMPETENCIES. COMMUNICATION BY MEDIATING AGENCIES WAS FOUND TO BE RELATIVELY INEFFECTIVE. NEWSPAPERS WERE MOST SUCCESSFUL, FOLLOWED BY TELEVISION, RADIO, SCHOOL BOARD, PARENT ORGANIZATION, AND CITIZENS' COMMITTEE. WHILE PUBLIC SCHOOL PARENTS PARTICIPATED IN SCHOOL AFFAIRS MORE THANOTHER PARENTAL STATUS GROUPS, OVERALL CITIZEN PARTICIPATION WAS LOW, THREE OUT OF FOUR RESPONDENTS SAYING NOTHING COULD INCREASE THEIR INTEREST IN SCHOOL MATTERS. ELEVEN SUGGESTIONS ARE MADE FOR INCREASING COMMUNICATION EFFECTIVENESS IN SECURING PUBLIC SUPPORT FOR PUBLIC EDUCATION, WITH SPECIAL EMPHASIS ON FORMALITY, CONTENT, AND TIMING. THIS IS PART II OF A SERIES. RELATED DOCUMENTS INCLUDE EA 001 091, EA 001 093, EA 001 094, AND EA 001 095. (JK)

DESCRIPTORS

BOARDS OF EDUCATION
CITIZEN ROLE
EDUCATIONAL INNOVATION
FINANCIAL SUPPORT
MASS MEDIA
PARENT ROLE
PUBLIC OPINION
SCHOOL COMMUNITY RELATIONSHIP
VOTING
CITIZEN PARTICIPATION
COMMUNICATIONS
EDUCATIONAL OBJECTIVES
INFORMATION DISSEMINATION
PARENT PARTICIPATION
POLICY FORMATION
SCHOOL BUDGET ELECTIONS
SCHOOL TAXES

IDENTIFIERS

PROJECT CAST
STANFORD

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KCB 11.302 COMMUNITY INVOLVEMENT IN DECISION MAKING OF THE BOARD, ALSO, KC 11.30

REPORT NUMBER ED013843

TITLE PROBLEMS OF SCHOOL DECENTRALIZATION IN NEW YORK CITY.

AUTHOR(S) GITTELL, MARILYN

NOTE 5P.

PUB DATE FEB 67

ABSTRACT

DEMANDS FOR GREATER COMMUNITY INVOLVEMENT IN AND LOCAL CONTROL OF PUBLIC SCHOOLS ARE BECOMING INCREASINGLY INSISTENT. IN SEVERAL OF NEW YORK CITY'S SCHOOL DISTRICTS LOCAL BOARDS HAVE TAKEN THE INITIATIVE TO HEIGHTEN THEIR EFFECTIVENESS AND POWERS, BUT THEY AND OTHERS DISAGREE ABOUT DEFINITION OF DECENTRALIZATION AND WAYS TO IMPLEMENT IT. AN EFFECTIVE PLAN MUST CLARIFY (1) SELECTION PROCEDURES FOR LOCAL SCHOOL BOARDS, (2) WAYS TO APPOINT THE LOCAL SUPERINTENDENT, (3) BUDGET QUESTIONS, (4) DEPLOYMENT OF PERSONNEL, AND (5) SCHOOL DISTRICT BOUNDARIES. WIDESPREAD COMMUNITY REPRESENTATION ON LOCAL BOARDS IS ONE WAY TO HAVE LOCAL LOYALTY AND PROBLEMS BETTER REFLECTED IN THE SCHOOLS. A TYPICAL 11-MEMBER GROUP MIGHT INCLUDE FIVE PARENTS, TWO TEACHERS, THREE COMMUNITY ORGANIZATION REPRESENTATIVES, AND ONE ELECTED LOCAL OFFICIAL. THE DISTRICT SUPERINTENDENT SHOULD BE CHOSEN BY THE CRITERIA OF LOCAL SELECTION, FOCUS OF HIS LOYALTIES, ACCOUNTABILITY AND ABILITY TO DEVELOP COMMUNITY INVOLVEMENT. LUMP SUM APPROPRIATIONS WOULD AID DEVELOPMENT OF STAFF. SUCH BUDGET CONTROL IS THE SINGLE MOST IMPORTANT WAY TO RESPOND TO COMMUNITY INTEREST AND TO ENCOURAGE INNOVATION AND PROVIDE FLEXIBILITY. PRACTICAL DECENTRALIZED BOUNDARIES MIGHT BE DERIVED FROM EDUCATIONAL PARKS, STRENGTHENING THE PRESENT 31 SCHOOL DISTRICTS OR REORGANIZING THEM INTO 15 NEW AREAS, OR FROM CREATING FIVE NEW BOROUGH-WIDE DIVISIONS. THIS ARTICLE WAS PUBLISHED IN 'THE URBAN REVIEW,' VOLUME 2, FEBRUARY 1967. (NH)

DESCRIPTORS

BOARD OF EDUCATION POLICY
COMMUNITY INVOLVEMENT
DECENTRALIZATION
PUBLIC SCHOOL SYSTEMS
SCHOOL COMMUNITY RELATIONSHIP
SCHOOL FUNDS
SCHOOL POLICY
BUDGETING
COMMUNITY ORGANIZATIONS
EDUCATIONAL FACILITIES
SCHOOL ADMINISTRATION
SCHOOL DISTRICTS
SCHOOL PERSONNEL
SCHOOL SUPERINTENDENTS

EDRS PRICE EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

KCB 11.302 COMMUNITY INVOLVEMENT IN DECISION MAKING OF THE BOARD

REPORT NUMBER ED013287

TITLE RECONNECTION FOR LEARNING, A COMMUNITY SCHOOL SYSTEM FOR NEW YORK CITY.

AUTHOR(S) BUNDY, MCGEORGE; AND OTHERS

SOURCE MAYORS ADVISORY PANEL ON DECENTRALIZATION ON NEW YORK CITY SCHOOLS.

NOTE 127P.

PUB DATE 67

ABSTRACT

THIS REPORT (THE BUNDY REPORT) PROPOSES A PLAN FOR THE DECENTRALIZATION OF THE NEW YORK CITY SCHOOL SYSTEM WHICH WOULD ALLOW FOR GREATER COMMUNITY INVOLVEMENT IN SCHOOL POLICY-MAKING AND FOR EDUCATIONAL INNOVATION AND ADMINISTRATIVE FLEXIBILITY. TO ACHIEVE THESE GOALS THE REPORT RECOMMENDS THAT THE SCHOOL SYSTEM BE REORGANIZED INTO A FEDERATION OF 30 TO 60 LARGELY AUTONOMOUS COMMUNITY SCHOOL DISTRICTS AND A CENTRAL EDUCATIONAL AGENCY. THE LOCAL DISTRICTS, WHICH WOULD SERVE BETWEEN 12,000 AND 40,000 PUPILS, WOULD BE RESPONSIBLE FOR ALL 'REGULAR' EDUCATION WITHIN THEIR BOUNDARIES AND WOULD BE GOVERNED BY LOCAL BOARDS COMPOSED OF DISTRICT RESIDENTS CHOSEN BY PARENTS AND THE MAYOR. THE BOARDS WOULD RECEIVE ANNUAL ALLOCATIONS OF OPERATING FUNDS TO BE USED AT THEIR DISCRETION, PROVIDED THAT STATE EDUCATIONAL STANDARDS AND UNION CONTRACT TERMS WERE MET. THE LOCAL BOARDS WOULD DETERMINE THEIR OWN PERSONNEL POLICIES BUT WOULD PRESERVE ALL TENURE RIGHTS OF EXISTING PERSONNEL. THE CENTRAL AGENCY, COMPOSED OF EITHER THREE FULL-TIME MAYORAL APPOINTEES OR A BOARD MADE UP OF MEMBERS NOMINATED BY THE COMMUNITY SCHOOL DISTRICTS, WOULD HAVE AUTHORITY OVER SPECIAL EDUCATIONAL FUNCTIONS AND CITYWIDE POLICIES, WOULD PROVIDE SPECIFIED CENTRALIZED SERVICES, AND WOULD BE RESPONSIBLE FOR ADVANCING RACIAL INTEGRATION. THE STATE EDUCATION COMMISSIONER WOULD RETAIN HIS RESPONSIBILITY FOR MAINTAINING EDUCATIONAL STANDARDS AND ASSURING THAT INTEGRATION IS BEING FOSTERED AND FOR OVERSEEING THE TRANSITION TO THE COMMUNITY SCHOOL SYSTEM, WHICH WOULD TAKE EFFECT IN 1969. A DRAFE OF THE LEGISLATIVE ACT TO CREATE THE COMMUNITY SCHOOL SYSTEM IS INCLUDED. (NH)

DESCRIPTORS

ADMINISTRATIVE ORGANIZATION
BOARDS OF EDUCATION
COMMUNITY SCHOOLS
EDUCATIONAL LEGISLATION
PARENT PARTICIPATION
PUBLIC SCHOOL SYSTEMS
SCHOOL DISTRICTS
SCHOOL PERSONNEL
SPECIAL SERVICES
UNIONS
BOARD CANDIDATES
COMMUNITY INVOLVEMENT
DECENTRALIZATION
FINANCIAL POLICY
PERSONNEL POLICY
SCHOOL COMMUNITY RELATIONSHIP
SCHOOL INTEGRATION
SCHOOL POLICY
TEACHERS

IDENTIFIERS

MAYORS ADVISORY PANEL ON DECENTRAL NEW YORK CITY

EDRS PRICE EDRS PRICE MF-$0.75 HC-$6.60 PLUS POSTAGE

KD 11.40 STAFF-COMMUNITY RELATIONS

REPORT NUMBER ED105036

TITLE INFLUENCING PATTERNS OF EMERGING EDUCATION INTEREST GROUPS IN URBAN COMMUNITIES.

AUTHOR(S) LUSTHAUS, EVELYN W.; AND OTHERS

NOTE 20P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (WASHINGTON, D.C., APRIL 1975); HARD COPY NOT AVAILABLE DUE TO PRINT QUALITY OF ORIGINAL DOCUMENT

PUB DATE APR 75

ABSTRACT

AS THE PROBLEMS ENCOUNTERED BY BIG CITY SCHOOL SYSTEMS HAVE INCREASED, THE EDUCATIONAL ESTABLISHMENT HAS COME UNDER SHARP ATTACK IN SOME PART BECAUSE PROFESSIONAL EDUCATORS HAVE UNILATERALLY MADE FAR REACHING DECISIONS, INSULATED FROM PUBLIC SCRUTINY. IN ORDER TO VOICE OPPOSITION TO THESE DECISIONS, SOME COMMUNITY MEMBERS HAVE BEGUN TO FORM NEW COMMUNITY EDUCATIONAL INTEREST GROUPS (CEIGS). THE RELATIONSHIPS THESE NEW CEIGS HAVE FORMED WITH THE EDUCATIONAL LEADERS DIFFER FROM THOSE FORMED BY THE TRADITIONAL SCHOOL-COMMUNITY GROUPS. RATHER THAN RALLYING TO THE SUPPORT OF THE PROFESSIONAL EDUCATORS, THESE NEW CEIGS OFTEN FORM TO OPPOSE THE EDUCATIONAL LEADERS SO THAT THEY CAN FORCE THEM TO JUSTIFY OR CHANGE THEIR DECISION. THUS CONFRONTATION RATHER THAN COOPERATION HAS MORE FREQUENTLY BECOME THE BASIS OF CEIG-EDUCATIONAL LEADER INTERACTIONS. TO HELP EDUCATIONAL LEADERS (I.E., ADMINISTRATORS AND BOARD MEMBERS) TO BETTER UNDERSTAND THESE NEW INTERACTION PATTERNS, AN EXPLORATION OF THE GOALS AND TACTICS OF THE NEW CEIGS IS NEEDED, AS WELL AS AN ANALYSIS OF THH POLITICAL INTERACTIONS THAT OCCUR BETWEEN THESE GROUPS. A SYSTEMS MODEL IS EMPLOYED HERE TO ILLUSTRATE, CATEGORIZE AND EXPLORE THE CYNAMICS OF THE POLITICAL PATTERNS OF INTERACTION. THE MODEL IS UTILIZED TO INTERPRET DATA OBTAINED FROM THREE CEIGS OPERATING IN A LARGE NORTHEASTERN CITY. (AUTHOR/JM)

DESCRIPTORS

CASE STUDIES
COMMUNITY INVOLVEMENT
DECISION MAKING
EDUCATIONAL POLICY
POLICY FORMATION
SCHOOL COMMUNITY RELATIONSHIP
SYSTEMS ANALYSIS
URBAN EDUCATION
CITIZEN PARTICIPATION
COMMUNITY ORGANIZATIONS
EDUCATIONAL ADMINISTRATION
MODELS
PUBLIC POLICY
SCHOOL POLICY
SYSTEMS APPROACH

EDRS PRICE EDRS PRICE MF-$0.76 HC NOT AVAILABLE FROM EDRS..PLUS POSTAGE

KF 11.50 COMMUNITY INSTRUCTIONAL RESOURCES, ALSO, KA 11.10

REPORT NUMBER ED094488

TITLE A HANDBOOK FOR THE COMMUNITY SCHOOL DIRECTOR.

AUTHOR(S) WHITT, ROBERT L.

NOTE 133P.

PUB DATE 71

ABSTRACT

IF EDUCATION IN AMERICA IS TO SERVE THE NEEDS OF THE INDIVIDUAL, THERE MUST BE A CHANGE IN TERMS OF WHAT EDUCATION IS, WHO IT SERVES, HOW IT SERVES, AND BY WHAT METHODOLOGY IT IS CONVEYED. COMMUNITY EDUCATION IS A CONCEPT OF EDUCATION THAT INVOLVES PEOPLE. PEOPLE HAVE DIGNITY, WORTH, AND REALLY COUNT AS INDIVIDUALS. FOUR RATHER BROAD GENERAL PURPOSES CAN BE DEVELOPED AS A RATIONALE FOR COMMUNITY SCHOOLS: ECONOMIC VALUE TO THE COMMUNITY, SOCIAL IMPERATIVE TO OUR SOCIETY, DEMOCRATIC RIGHTS TO BE INVOLVED, AND THE PRINCIPLE OF ACCOUNTABILITY. TO THESE ENDS, THE COMMUNITY SCHOOL DIRECTOR IS PROVIDED WITH GUIDANCE IN THE AREAS OF COMMUNITY INVOLVEMENT PATTERNS, THE RESPONSIBILITIES AND OPPORTUNITIES OF THE DIRECTOR, WAYS OF GAINING SUPPORT FOR PROGRAMS, THE PROPER ATTITUDES FOR TEACHERS OF DEPRIVED CHILDREN, HANDLING SPECIAL INTEREST GROUPS, AND THE IMPORTANCE OF THE FISCAL RESPONSIBILITY. (AUTHOR/WM)

DESCRIPTORS

ADMINISTRATOR GUIDES
COMMUNITY INVOLVEMENT
COMMUNITY SCHOOL DIRECTORS
DISADVANTAGED YOUTH
EDUCATIONAL FINANCE
EDUCATIONAL PROGRAMS
FINANCIAL SUPPORT
SCHOOL ADMINISTRATION
ALTERNATIVE SCHOOLS
COMMUNITY ORGANIZATIONS
COMMUNITY SCHOOLS
EDUCATIONAL FACILITIES
EDUCATIONAL OBJECTIVES
FINANCIAL POLICY
HUMANIZATION
SCHOOL COMMUNITY RELATIONSHIP

AVAILABILITY PENDELL PUBLISHING COMPANY, P.O. BOX 1666, MIDLAND, MICHIGAN 48640 ($4.95)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

REPORT NUMBER ED118912

TITLE IDENTIFICATION AND UTILIZATION OF COMMUNITY RESOURCES: AN IN-SERVICE COURSE DEVELOPED UNDER SECTION 211 OF THE APPALACHIAN REGIONAL DEVELOPMENT ACT.

NOTE 18P.; FOR RELATED DOCUMENTS, SEE CE 006 469-471

PUB DATE 75

ABSTRACT

THE GUIDE FOR AN INSERVICE COURSE IN IDENTIFICATION AND UTILIZATION OF COMMUNITY RESOURCES IS PRESENTED IN 14 UNITS DESIGNED TO BE USED TOGETHER AS A COMPLETE COURSE OR SELECTIVELY AS LEARNING MODULES FOR DEVELOPING NEW SKILLS OR REVIEWING PREVIOUSLY LEARNED CONCEPTS. THE TOPICS COVERED INCLUDE: CAREER EDUCATION AND COMMUNITY RESOURCES; COMMUNITY RESOURCES (IDENTIFICATION, ORIENTATION, AND EXPLORATION); UTILIZATION OF COMMUNITY RESOURCES IN THE CLASSROOM AND IN THE GUIDANCE PROGRAM; THE ADMINISTRATIVE FUNCITON; INTERNAL PROBLEMS INHERENT IN USING COMMUNITY RESOURCES; SIMULATION AS A SUBSTITUTE FOR, OR SUPPLEMENT TO, COMMUNITY RESOURCES; THE DEVELOPMENT OF LEISURE ACTIVITIES; ESTABLISHING A COMMUNITY RELATIONS OFFICE; AND EVALUATING THE IMPACT OF COMMUNITY RESOURCES UPON THE EDUCATIONAL PROGRAM. FOR EACH UNIT, STUDENT OBJECTIVES, SUGGESTED LEARNING ACTIVITIES, EVALUATION ACTIVITIES, CURRICULUM MATERIALS, AND SUPPLEMENTAL MATERIALS ARE LISTED. (AUTHOR/MS)

DESCRIPTORS

ADMINISTRATIVE PERSONNEL
COMMUNITY RESOURCES
CURRICULUM GUIDES
INSERVICE COURSES
LEARNING ACTIVITIES
RESOURCE GUIDES
SCHOOL COMMUNITY RELATIONSHIP
TEACHERS
CAREER EDUCATION
COUNSELORS
GUIDANCE PROGRAMS
INSERVICE TEACHER EDUCATION
PROGRAM ADMINISTRATION
SCHOOL COMMUNITY PROGRAMS
SCHOOL PERSONNEL
UNIT PLAN

IDENTIFIERS

MARYLAND
TRI COUNTY CAREER EDUCATION PROJECT

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KF 11.50 COMMUNITY INSTRUCTIONAL RESOURCES

REPORT NUMBER ED017125

TITLE IMPROVING THE SCHOOL ENVIRONMENT.

AUTHOR(S) PETERS, JON S.; SCHNEIDER, RAYMOND C.

SOURCE STANFORD UNIV., CALIF. SCHOOL PLANNING LAB.

NOTE 128P.

PUB DATE DEC 56

ABSTRACT

GUIDELINES FOR CREATING IMPROVED EDUCATIONAL ENVIRONMENTS ARE PRESENTED WITH SUPPLEMENTARY DRAWINGS, DIAGRAMS, AND PHOTOGRAPHS. POLICY DECISIONS ARE RELATED TO--(1) THE SCHOOL'S RESPONSIBILITY TO THE FUTURE, (2) INDUSTRY'S RULE IN EDUCATION, AND (3) BUILDING PROGRAM RESPONSIBILITIES. EDUCATIONAL PLANNING IS DISCUSSED IN TERMS OF--(1) ART FACILITIES, (2) EDUCATIONAL SPECIFICATION DEVELOPMENT, (3) SCIENCE FACILITIES, (4) GUIDANCE FACILITIES, (5) PHYSICAL EDUCATION FACILITIES, AND (6) SCHOOL CAFETERIAS. PHYSICAL CONTROL FUNCTIONS ARE DEVELOPED ACCORDING TO--(1) PHYSICAL FACTORS AFFECTING CLASSROOMS ENVIRONMENT, (2) MEETING INDIVIDUAL CLASSROOM NEEDS, (3) IMPROVED VIEWING CONDITIONS, AND (4) MECHANICAL SYSTEM IMPLEMENTATION. FUNCTIONAL DESIGN IS EXPLAINED IN TERMS OF--(1) CRITERIA FOR CHANGING SCHOOL DESIGN NEEDS, (2) EXAMPLES OF LOCAL AREA SCHOOLS, AND (3) AESTHETIC FUNCTIONS. EDUCATIONAL TELEVISION IS DISCUSSED WITH REGARD TO USAGE AND EVALUATION. (MH)

DESCRIPTORS

CLASSROOM ENVIRONMENT
DINING FACILITIES
EDUCATIONAL PLANNING
EDUCATIONAL TELEVISION
FACILITY GUIDELINES
PHYSICAL DESIGN NEEDS
SCHOOL DESIGN
SCHOOL RESPONSIBILITY
VISUAL ENVIRONMENT
DESIGN NEEDS
EDUCATIONAL FACILITIES
EDUCATIONAL SPECIFICATIONS
ENVIRONMENTAL CRITERIA
GUIDANCE CENTERS
PSYCHOLOGICAL DESIGN NEEDS
SCHOOL POLICY
SCIENCE FACILITIES

EDRS PRICE EDRS PRICE MF-$0.75 HC-$6.60 PLUS POSTAGE

KFCB 11.501 FIELD TRIPS AND EXCURSIONS

REPORT NUMBER ED089399

TITLE A SURVEY OF SCHOOL BOARD POLICIES AND ADMINISTRATIVE PROCEDURES FOR DEALING WITH FIELD TRIPS IN SELECTED SIMILAR SCHOOL DISTRICTS IN THE UNITED STATES.

AUTHOR(S) KREPEL, WAYNE J.

NOTE 55P.; PAPER PRESENTED AT NATIONAL ASSOCIATION OF INDUSTRY-EDUCATION COOPERATION ANNUAL MEETING (BUFFALO, NEW YORK, MAY 3, 1974); A RELATED DOCUMENT IS ED 066 821

PUB DATE 3 MAY 74

ABSTRACT

THE EXISTENCE OF BOARD POLICY AND/OR ADMINISTRATIVE PROCEDURES FOR CONDUCTING FIELD TRIPS MAY RELIEVE TEACHER ANXIETIES ABOUT THEIR RESPONSIBILITIES DURING SUCH TRIPS AND INDUCE THEM TO USE THIS INSTRUCTIONAL TOOL MORE FREQUENTLY. UNFORTUNATELY, SUCH POLICIES OR PROCEDURES OFTEN DO NOT EXIST OR ARE UNWRITTEN AND THEREFORE OPEN TO QUESTION. THIS STUDY INVESTIGATED SCHOOL BOARD POLICIES AND/OR ADMINISTRATIVE PROCEDURES FOR DEALING WITH FIELD TRIPS IN A RANDOM SAMPLE OF SMALLER SCHOOL DISTRICTS OF THE UNITED STATES. THE SUPERINTENDENT OF THE SCHOOL SYSTEM IN THESE DISTRICTS WAS CONTACTED, USING A QUESTIONNAIRE DESIGNED TO ELICIT RESPONSES DEALING WITH BOARD POLICIES RELATING TO FIELD TRIPS. THE STUDY FOUND THAT (1) 79 PERCENT OF THE SCHOOL DISTRICTS SURVEYED HAD POLICIES DEALING WITH FIELD TRIPS, TWO FIFTHS OF WHICH WERE WRITTEN; (2) OVER 90 PERCENT OF THE RESPONDENTS INDICATED THAT THEIR POLICY PERMITTED THE USE OF FIELD TRIPS; AND (3) THE BUILDING PRINCIPAL WAS MOST OFTEN DESIGNATED AS BEING THE PERSON RESPONSIBLE FOR DETERMINING THE ACCEPTABILITY OF FIELD TRIP SITES. OTHER FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS ARE INCLUDED IN THE REPORT. A BIBLIOGRAPHY IS INCLUDED. (AUTHOR/JF)

DESCRIPTORS

ADMINISTRATOR RESPONSIBILITY
EDUCATIONAL POLICY
ELEMENTARY SCHOOLS
FIELD TRIPS
PRINCIPALS
SCHOOL POLICY
SECONDARY SCHOOLS
SUPERVISORS
TEACHER ROLE
BOARD OF EDUCATION POLICY
EDUCATIONAL RESEARCH
FIELD INSTRUCTION
LITERATURE REVIEWS
SCHOOL DISTRICTS
SCHOOL SURVEYS
STUDENT TRANSPORTATION
TEACHER RESPONSIBILITY

EDRS PRICE EDRS PRICE MF-$0.75 HC-$3.15 PLUS POSTAGE

KFCB 11.501 FIELD TRIPS AND EXCURSIONS

REPC[illegible] [illegible]MBER ED066810

TITLE A STUDY OF SCHOOL BOARD POLICIES AND ADMINISTRATIVE PROCEDURES FOR DEALING WITH FIELD TRIPS IN SCHOOL DISTRICTS IN CITIES WITH POPULATIONS OVER 100,000 IN THE UNITED STATES.

AUTHOR(S) KREPEL, WAYNE J.; DUVALL, CHARLES R.

SOURCE INDIANA UNIV., SOUTH BEND.

NOTE 54P.

PUB DATE JUN 72

ABSTRACT

THIS STUDY WAS INTENDED TO ADD TO THE BODY OF KNOWLEDGE DEALING WITH SCHOOL BOARD POLICIES CONCERNING FIELD TRIPS. A QUESTIONNAIRE, MAILED TO SUPERINTENDENTS IN 149 CITIES, WAS DESIGNED TO (1) ASCERTAIN THE EXISTENCE OF SCHOOL BOARD POLICIES (WRITTEN OR UNWRITTEN) PERTAINING TO FIELD TRIPS; (2) DETERMINE THE PERSON(S) OR GROUP(S) WHO PASS ON THE ACCEPTABILITY OF SUCH TRIPS AND SUPERVISE THEM FOR THE SCHOOLS AND SCHOOL DISTRICTS; (3) ISOLATE THE CRITERIA USED FOR DETERMINING THE ACCEPTABILITY OF THESE TRIPS; AND (4) OBTAIN COPIES OF WRITTEN POLICIES AND ADMINISTRATIVE PROCEDURES USED IN IMPLEMENTING THESE POLICIES IN THE INDIVIDUAL SCHOOL DISTRICTS. FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS FOR FURTHER STUDY ARE PRESENTED. A RELATED DOCUMENT IS EA 004 351. (JF)

DESCRIPTORS

ADMINISTRATOR RESPONSIBILITY
FIELD INSTRUCTION
PRINCIPALS
SCHOOL POLICY
STUDENT TRANSPORTATION
TEACHER RESPONSIBILITY
BOARD OF EDUCATION POLICY
FIELD TRIPS
SAFETY
SCHOOL SURVEYS
SUPERVISORS
TEACHER ROLE

IDENTIFIERS

LIABILITY INSURANCE

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KFCB 11.501 FIELD TRIPS AND EXCURSIONS

REPORT NUMBER ED063665

TITLE SCHOOL BOARD POLICIES ON FIELD TRIPS & EXCURSIONS. EDUCATIONAL POLICIES DEVELOPMENT KIT.

SOURCE NATIONAL SCHOOL BOARDS ASSOCIATION, WATERFORD, CONN. EDUCATIONAL POLICIES SERVICE

NOTE 27P.

PUB DATE APR 72

ABSTRACT

THIS REPORT OF POLICY SAMPLES AND RESOURCES IS THE 15TH IN A CONTINUING SERIES OF KIT-BOOKLETS ISSUED TO HELP SCHOOL BOARDS DEVELOP WRITTEN POLICIES IN KEY SUBJECT AREAS. THE INTENT IN PROVIDING POLICY SAMPLES IS TO ENCOURAGE THINKING IN POLICY TERMS; AND TO PROVIDE WORKING PAPERS TO BE EDITED, MODIFIED, OR ADAPTED TO MEET LOCAL REQUIREMENTS. POLICY SAMPLES HEREIN INCLUDE SUCH ASPECTS OF FIELD TRIPS AND EXCURSIONS AS THE ROLES OF THE PRINCIPAL, THE TEACHER, AND THE PARENTS; AND SOME TRANSPORTATION AND SAFETY CONSIDERATIONS. (AUTHOR/JF)

DESCRIPTORS

BOARD OF EDUCATION POLICY
FIELD TRIPS
PRINCIPALS
SCHOOL POLICY
TEACHER ROLE
FIELD INSTRUCTION
PARENT ROLE
SAFETY
STUDENT TRANSPORTATION

AVAILABILITY NATIONAL SCHOOL BOARDS ASSOCAITION, STATE NATIONAL BANK PLAZA, EVANSTON, ILLINOIS 60201 (KIT #72-24, 1-3 KITS $2.00, QUANTITY DISCOUNTS)

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PART XII

ORGANIZATIONAL RELATIONS

Policy Outline

L - M	12.0	Interorganizational Relations and Relations with other Education Agencies
LA	12.10	Goals and Objectives
LA	12.101	Education Agency Relations Goals
LB	12.20	School-Community Cooperation
LD	12.30	School-General Government Relations
LDA	12.301	Local Government Relations
LDAC	12.302	Elections Board
LDAJ	12.303	Relations with Police Authorities
LEB	12.40	Relations with Parents Organizations
M	12.50	Relations with other Education Agencies
MC	12.501	Private School Relations
MD	12.502	Interdistrict Relations
MDB	12.503	Interscholastic Athletics Agencies
ME	12.504	Relations with Education Research and Service Centers
MFB	12.505	Student Teaching

Policy Questions

12.0 L - M Interorganizational Relations and Relations with Other Education Agencies

12.10 LA Goals and Objectives

What governing principles characterize the Board's relationships with other public and private organizations?

12.101 LA What goals form the bases for the relations with other educational and non-educational agencies?

12.20 LB School-Community Cooperation

To what extent is the Board policy supportive of endeavors and projects which originate in the community?

12.30 LD School-General Government Relations

12.301 LDA What relations, if any, should the Board have with local government? Does the school district have any relations other than requirements such as taxes, inspection, building permits, etc.?

12.302 LDAC Are schools utilized as polling places during elections of officials for public office? If so, if this a justifiable use of school facilities?

12.303 LDAJ What relationships exist between the Board(and administrative personnel) and police authorities? How and under what circumstances may police authorities interrogate a student? What arrangements are made to notify parents of this? Can police authorities question a child against his or her will? Whose responsibility is it to see that students' welfare is protected?

12.40 LEB Relations with Parents Organizations

Do the present policies encourage recognition of the services rendered by organizations such as the PTA? Do schools and administrators consider such organizations as helpful or mere added burdens? What objectives should characterize a PTA organization? Are these followed within schools of the district?

12.50 M Relations with other Education Agencies

Is interdistrict cooperation encouraged by the Board? Is ufficient emphasis placed on membership in the Alabama School Boards Association? What degree of participation in the National School Boards Association exists? What benefits have been derived? What types of liaison are maintained with state and local affiliates of the Parent Teachers Association? What relationships are maintained with state and regional accrediting agencies? What benefits are sought from such relationships? What are the advantages and disadvantages of seeking and maintaining accreditation?

12.501 MC What relationships are maintained with private and parochial schools? What legal constraints apply?

12.502 MD How does the district relate to other school systems in the state of Alabama? to other systems throughout the nation?

12.503. MDB What relationships are involved in discharge of the interscholastic athletics program within local schools? What statewide implications are present? How, if at all, does the board relate to the Alabama High School Athletic Association?

12.504. ME Does the school district need the assistance of research? To what degree should the school district cooperate with colleges or universities in promoting potentially profitable research? What provisions are made to accommodate university or college research studies? What constraints apply to student research in the school system?

12.505 MFB To what extent does the school district cooperate with teacher training institutions? What benefits can the system offer student teachers? What benefits can it receive from a viable student teacher program? How are supervising teachers selected? What requirements govern the student teacher program?

Major Considerations

A primary concern involves recognition that education cannot exist in a vacuum; rather it is dependent upon a wide variety of political, social, economic, and other types of organizations. All of these exert influences upon the student. Cooperation with said agencies to the degree permissible under law is considered of great importance to the total educational program.

With interorganizational cooperation being attempted and recommended on a worldwide basis, no school district can logically defend an isolationist stance.

Relations with other education agencies, including colleges and universities, accreditation agencies, and others merits careful consideration by each school district in Alabama. The need for research in education is really axiomatic. Thus school districts must maintain close working relationships with colleges and universities. Though the accommodation of students who desire to do research in the school district poses some soluble problems, the benefits from such research can be of great value to the system's efforts to improve its educational program. Through establishment of proper relationships, both the colleges and the school system can benefit.

Cooperation with student teacher programs is also an area to be considered. If done in accordance with jointly designed procedures, such a program can be of mutual benefit, both to the institution and to the school system.

Goals and Objectives

LA-12.10

The Board of Education believes that the public schools of this School District have the primary responsiblity for the formal education of the youth of the area. It recognizes that many organizations, while not primarily concerned with education, play a definite role in the education of the youth of this School District. Therefore, it shall be the desire of the Board to establish policies relative to working relationships with other public and private organizations involved in the education process.

Education Agency Relations Goals

LA-12.101

The Board appreciates the place and importance of an educational system in its greater environment, which includes other organizations and institutions dedicatied to education. It believes that much is gained through cooperative endeavors with other agencies.

In order to make a maximum contribution to education, within the school system and to other educational agencies, the Board establishes these broad goals:

A. To encourage liaison with other educational and non-educational agencies.

B. To supply educational services to and/or share with other educational and noneducational agencies.

School-Community Cooperation

LB-12.20

The Board shall not only strive to develop and maintain community cooperation to provide the highest quality of educational programs for the total community but to become involved and support community projects.

School-General Government Relations
LD-12.30

The Board serves the children, the parents, and all the residents of the area and it is to their interest to relate the functions of theBoard of Education to other agencies concerned with the security, safety, health, and well-being of the citizenry. Cooperation by all interested parties for the improvement of services planned for the area will be encouraged.

Local Government Relations
LDA-12.301

The Board, as an independent body, has no statutory relationship to other governmental bodies. It will, however, cooperate with other governing agencies both educational and civic, to achieve the goal of all governmental bodies, namely the best interests of the youth and the citizens of the School District and areas served by said agencies.

While the Board will maintain complete autonomy at all times, it will in cases where it deems it to be in the best interests of the youth and taxpayers of the district, work cooperatively with the agencies in the community.

Elections Board
LDAC-12.302

The Board recognizes and fully embraces the concept of citizen participation in the democratic process through casting a ballot. The Board shall give approval for the use of school physical facilities to be used for polling places during elections for public office.

Relations With Police Authorities
LDAJ - 12.303

It is the policy of the Board to cooperate with law enforcement agancies in the interest of the larger welfare of all citizens. At the same time, schools have the responsibility to parents for the welfare of the students while they are in the care of the school. To carry out this responsibility, school officials shall observe the following:

A. A student in school may not be interrogated by any authority without the knowledge of the school officials.

B. Any interrogation must be done in private with an official school representative present.

C. A student may not be released into the custody of persons other than parent or legal guardian, unless placed under arrest by legal authority.

D. If a student is removed from the school by legal authorities, parents should be notified of this action as soon as possible by school authorities.

Relations With Parents Organizations

LEB - 12.40

The Board of the School District recognizes the valuable services performed by the National Congress of PTA and its state and local divisions as a representative agency whose objectives are:

A. To promote the welfare of children and youth in home, school, church, and community.

B. To raise the standards of home life.

C. To secure the adequate laws for the care and protection of children and youth.

D. To bring into closer relation, the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

E. To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

The Board further suggests that the School District Council of PTA and groups with whom they cooperate maintain a close liaison with the Board, administration, and staff and the recognition of established School District policies.

Relations With Other Education Agencies

M - 12.50

The Board shall:

A. Cooperate with and be vitally interested in problems of school boards of other districts; the city (or county) school board, and the city(county) superintendent's office; the State School Boards Association and the State Department of Education; the National School Boards Association, and the United States Office of Education.

B. Hold a membership in the Alabama School Boards Association and the National School Boards Association; and

C. Recognize the significant role of the local, county, and national Parent Teachers Associations and solicit the support of these organizations for better education at the local, state, and national levels.

D. Maintain a close working relationship with state and regional accrediting agencies for the purposes of keeping abreast of current status of schools and also for the purpose of achieving uniform accreditation of every elementary and secondary school served by the district.

Private Schools Relations
MC- 12.501

The Board will cooperate with parochial and private schools in matters of mutual benefit where not expressly prohibited by law.

The Superintendent of Schools is encouraged to explore areas of mutual benefit with the administrative officers of such schools and to recommend desirable courses of action.

Interdistrict Relations

MD- 12.502

The School District recognizes that it has certain obligations and responsibilities to all other school districts in the county and state. It will, to its best ability, provide leadership and guidance to achieve equal educational opportunities for all children in the county and state.

Interscholastic Athletics
MDB - 12.503

Athletics shall be conceived as an integral part of the curriculum and instructional program. All School District personnel involved in athletic programs shall plan and conduct all athletic activities based upon sound educational principles. The welfare of the participants and the student body shall be placed before other aspects of the athletic program.

All athletic programs of the School District shall be conducted in accordance with the provisions of the Code of Alabama, State Board of Education, appropriate accrediting agencies, and the State Athletic Association.

All athletic contests shall be conducted in accordance with the following:

A. The local school principal shall coordinate and control all aspects of the athletic programs at the school in which he is principal.

B. The local school principal or his designated representative shall attend all athletic events held at the home site to observe and give general supervision as the circumstances may require. The principal's designated representative shall be someone other than the coach or coaches.

C. The local school principal and members of the professional staff shall develop acceptable codes of conduct designed to influence and guide the behavior of students, professional staff members, and spectators at athletic events.

D. The local school principal shall be responsible for operating a financially sound athletic program.

E. The local school principal shall be responsible for qualifying students for participation in athletic contests in accordance with the provisions of the State Athletic Association.

F. The local school principal shall submit schedules of all athletic events (to include tournaments, etc.) to the Superintendent of Schools at least two(2) weeks prior to the season of play.

G. The local school principal shall approve all schedules for athletic contests prior to finalizing contractual agreements between schools.

H. The local school principal shall require written parental permission before a student can participate in athletic programs offered by the school.

I. All students must show written proof of adequate insurance coverage prior to engaging in practice or participation in any athletic program sponsored by the school.

J. All students must submit to a physical examination (at athletic department's expense) prior to engaging in practice or participation in any athletic program offered by the schools.

K. Private vehicles shall not be used to transport athletic participants except when said vehicle is owned and/or operated by a member of the professional staff of the School District or an adult member of the community.

L. The local school principal shall ensure that adequate security precautions are observed at all athletic events. He shall request police protection from the appropriate law enforcement agency.

Relations With Education Research And Service Centers

ME - 12.504

It is the policy of the School District to cooperate with the colleges, universities, and other agencies in promoting potentially profitable research. Because of the very large number of requests to make questionnaire and interview studies in schools, it has been necessary to set up definite criteria for such studies.

Decisions in connection with research involving students, teachers, or other employees are based on the following policies:

A. The project should be so designed that it can be expected to produce valid and reliable results.

B. It should be expected to contribute something useful and of value for the improvement of education.

C. Outlines must be submitted and should be of sufficient scope and depth to justify the time and effort to be consumed.

D. In general, it is the policy of this District not to interrupt the work of pupils or teachers unless there seems to be real potential in the study.

E. In the case of student projects, prior written approval by a faculty member of the institution attended will be required. This faculty member shall have some responsibility related to the student's project.

Student Teaching
MFB-12.505

The School District will cooperate with the teacher training institutions of the state by accepting and supervising student teachers, provided the following requirements are observed:

A. A written contractual agreement acceptable to the teacher training institution and the School District must be signed by the Superintendent of Schools and Director of Teacher Training.

B. The teacher training institution shall schedule with the local school principal and the supervising teacher not less than five(5) visitations per semester or three(3) visitations per quarter to observe the student teacher and confer with the supervising teacher.

C. Student teachers shall be approved by the local school principal.

D. Student teachers will be assigned only to teachers agreeing to serve as a supervising teacher.

E. A supervising teacher may not supervise more than one(1) student teacher at any given time.

F. All student teachers, while attached to the School District, shall adhere to the Board policies and administrative rules and regulations of the school and School District.

G. Compensation for services rendered as supervising teacher shall be provided according to a formula prepared by the Superintendent of Schools or his designated representatives, approved by both the Board and Director of Teacher Training at the respective institution.

PART XII

SELECTED READINGS ABSTRACTS
ON
ORGANIZATIONAL RELATIONS

LA 12.0 INTERORGANIZATIONAL RELATIONS AND RELATIONS WITH OTHER EDUCATION AGENCIES

REPORT NUMBER ED049637

TITLE SCHOOLS AND CABLE TELEVISION

SOURCE NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D.C. EDUCATIONAL TECHNOLOGY DIV.

NOTE 66 P.

PUB DATE 71

ABSTRACT

THE PAPERS GATHERED HERE ARE DESIGNED TO PROVIDE A FOUNDATION OF BACKGROUND INFORMATION FOR THOSE CHARGED WITH THE RESPONSIBILITY OF FORMULATING SCHOOL DISTRICT GOALS REGARDING CABLE TELEVISION (CATV) AND OF OBTAINING THE NECESSARY COOPERATION FROM THE LOCAL CATV FRANCHISE OPERATORS TO REACH THESE GOALS. THE POSITION OF THE NATIONAL EDUCATION ASSOCIATION, WHICH SEEKS TO HAVE 20 PERCENT OF ALL CATV CHANNELS RESERVED FOR EDUCATIONAL PURPOSES, IS PRESENTED. CABLE TELEVISION IS DESCRIBED BOTH FROM A HISTORICAL AND TECHNICAL VIEWPOINT. SUGGESTIONS FOR OBTAINING CATV CHANNELS FOR SCHOOL USE INCLUDE IDEAS FOR WORKING BOTH WITH CITY GOVERNMENTS AND WITH FRANCHISE OPERATORS. THE COST OF VARIOUS CATV SERVICES IS ESTIMATED, AND THE FUTURE OF CABLE COMMUNICATIONS IS PROJECTED, EMPHASIZING THE POTENTIAL OF ITS UNIQUE TECHNICAL FEATURES FOR SOLVING EDUCATIONAL PROBLEMS. A CASE STUDY DESCRIBES THE EFFORTS OF A NEW YORK COMMUNITY GROUP TO OBTAIN EDUCATIONAL PROVISOS IN A CATV FRANCHISE. A LIST OF REQUIREMENTS FORMULATES THE NECESSARY FRANCHISE STIPULATIONS WHICH WILL PROTECT THE INTERESTS OF PUBLIC EDUCATION. SAMPLE CONTRACTS, A GLOSSARY, AND A BIBLIOGRAPHY ARE INCLUDED AS SUPPLEMENTARY INFORMATION. (JY)

DESCRIPTORS

BROADCAST INDUSTRY
COMMUNITY ANTENNAS
COMMUNITY SUPPORT
EDUCATIONAL TELEVISION
INTERAGENCY COOPERATION
MEDIA TECHNOLOGY
PUBLIC POLICY
REGIONAL PLANNING
SCHOOL POLICY
CABLE TELEVISION
COMMUNITY PLANNING
EDUCATIONAL PLANNING
ESTIMATED COSTS
INTERDISTRICT POLICIES
POLICY FORMATION
PUBLIC TELEVISION
SCHOOL COMMUNITY COOPERATION
TELECOMMUNICATION

AVAILABILITY: NEA, PUBLICATIONS-SALES SECTION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036 (ORDER NO. 381-11968, $2.25)

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

LAA 12.10 GOALS AND OBJECTIVES

REPORT NUMBER ED018457

TITLE SCHOOL GOALS, SOCIAL CLASS AND PUPIL CAREERS.

AUTHOR(S) SARRI, ROSEMARY C.; VINTER, ROBERT D.

NOTE 39 P.

PUB DATE 23 MAR 67

ABSTRACT

IN A 3-YEAR STUDY OF PUPIL MALPERFORMANCE IN FIVE ELEMENTARY AND SECONDARY SCHOOLS IN MICHIGAN, THE FOLLOWING FACTORS WERE EXAMINED--(1) STUDENT CHARACTERISTICS AND BEHAVIORS, (SOCIAL CLASS, MOTIVATIIONS, ETC.) AND (2) SCHOOL CONDITIONS AND PRACTICES. PERFORMANCE AND MALPERFORMANCE PATTERNS WERE FELT TO BE A RESULT OF THE INTERACTION OF BOTH STUDENT CHARACTERISTICS AND SCHOOL CONDITIONS. RECORDS OF PAST PERFORMANCE AND TEST SCORES WERE USED TO EVALUATE STUDENT CHARACTERISTICS AND BEHAVIORS, AND EXTENSIVE INTERVIEWING DETERMINED SCHOOL CINDITIONS AND PRACTICES. RESULTS SHOW THAT STUDENTS WITH A MIDDLE CLASS BACKGROUND HAVE A SUBSTANTIALLY BETTER CHANCE OF BEING PLACED IN A COLLEGE PREPARATORY CURRICULUM IN HIGH SCHOOL, AND THAT THIS ASSIGNMENT POSITIVELY AFFECTS STUDENT PERFORMANCE. THE FINDINGS ALSO INDICATE THAT PUPIL CAREERS ARE SHAPED IN PART BY MOTIVATIONS, CAPABILITIES, AND SKILLS WHICH ARE LINKED TO SOCIAL CLASS. IN GENERAL, WHEN THE SCHOOL PREJUDGES THE STUDENT, IT MAY GENERATE THE VERY MALPERFORMANCE IT SEEKS TO ELIMINATE. THIS PAPER WAS PRESENTED AT THE 44TH ANNUAL MEETING OT THE AMERICAN ORTHOPSYCHIATRIC ASSOCIATION, WASHINGTON, D.C., MARCH 23, 1967. (DK)

DESCRIPTORS

ACADEMIC ACHIEVEMENT
HIGH SCHOOL STUDENTS
LOW ACHIEVERS
SCHOOL ENVIRONMENT
SOCIAL CLASS
SOCIOECONOMIC BACKGROUND
STUDENT BEHAVIOR
EDUCATIONAL RESEARCH
INTERVIEWS
QUESTIONNAIRES
SCHOOL POLICY
SOCIAL DIFFERENCES
STUDENT ATTITUDES
STUDENT CHARACTERISTICS

IDENTIFIERS

MICHIGAN

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

LAB 12.101 EDUCATION AGENCY RELATIONS GOALS

REPORT NUMBER ED017068

TITLE SCHOOL BOARD BIBLIOGRAPHY

AUTHOR(S) JAMES, H. THOMAS

SOURCE STANFORD UNIV., CALIF. SCHOOL OF EDUCATION

NOTE 132 P.

PUB DATE 67

ABSTRACT

A COMPREHENISVE BIBLIOGRAPHY DESIGNED TO HIGHLIGHT MAJOR ISSUES AND ASSIST PROSPECTIVE RESEARCHERS IN THE FIELD OF SCHOOL BOARD RELATIONSHIPS CONSISTS OF ABSTRACTS OF SEVEN DISSERTATIONS FROM A SERIES OF CORRELATED STUDIES SPONSORED BY THE CARNEGIE FOUNDATION AND AN ANNOTATED BIBLIOGRAPHY OF 204 BOOKS, ARTICLES, CHAPTERS, REPORTS, AND THESES. DISSERTATIONS ABSTRACTED INCLUDE ' THE BOARD OF EDUCATION IN THE 'GREAT CITIES,' 1890-1964,' 'A FUNCTIONAL-SYSTEMS ANALYSIS OF SCHOOL BOARD PERFORMANCE,' 'CONSIDERATION IN ADMINISTRATOR CONTRACT TERMINATIONS,' 'SOCIAL STATUS AND CONFLICT MANAGEMENT IN LOCAL SCHOOL DISTRICTS,' 'THE RECALL ELECTION OF SCHOOL BOARD MEMBERS IN CALIFORNIA, 1945-1965,' 'CONFLICT RESOLUTION AND CALIFORNIA SCHOOL BOARD RECALL ELECTIONS,' AND 'AN EXPLORATION OF SCHOOL BOARD DECISIONS.' BIBLIOGRAPHIC ITEMS RELATED TO SCHOOL BOARDS, DATING FROM 1869 TO 1966, ARE CLASSIFIED INTO ONE OR MORE OF 14 CATEGORIES--(1) RELATIONSHIPS WITH ADMINISTRATORS AND TEACHERS, (2) INDIVIDUAL CHARACTERISTICS OF BOARD MEMBERS, (3) RELATIONSHIPS WITH COMMUNITY, (4) INFLUENCES ON CURRICULA, (5) DECISIONMAKING PROCESSES, (6) MEMBER SELECTION AND ORIENTATION, (7) RELATIONSHIPS WITH STATE AND FEDERAL GOVERNMENTAL AGENCIES, (8) FUNCTIONS, POWERS, AND RESPONSIBILITIES, (9) PREDICTED AND RECOMMENDED STRUCTURES AND FUNCTIONS, (10) LEGAL CONSTRAINTS, (11) RELATIONSHIPS OF SIZE AND LOCATION OF SCHOOL DISTRICT TO BOARD STRUCTURE AND FUNCTION, (12) LOCAL CONTROL OF EDUCATION, (13) HISTORY OF SCHOOL BOARDS, AND (14) RESEARCH ON SCHOOL BOARDS. (JK)

DESCRIPTORS

ANNOTATED BIBLIOGRAPHIES
BOARD CANDIDATES
BOARDS OF EDUCATION
ELECTIONS
SCHOOL COMMUNITY RELATIONSHIP
SOCIAL STATUS
SYSTEMS ANALYSIS
BOARD ADMINISTRATOR RELATIONSHIP
BOARD OF EDUCATION POLICY
CONFLICT RESOLUTION
FECERAL PROGRAMS
SCHOOL DISTRICTS
STATE AGENCIES
TEACHER ADMINISTRATOR RELATIONSHIP

IDENTIFIERS

STANFORD

EDRS PRICE MF-$0.75 HC-$6.60 PLUS POSTAGE

LAB 12.101 EDUCATION AGENCY RELATIONS GOALS

REPORT NUMBER ED108827

TITLE THE FUTURE OF THE RURAL AND SMALL SCHOOL.

AUTHOR(S) TAMBLYN, LEWIS R.

NOTE 19 P.; PAPER PRESENTED AT THE RURAL EDUCATION CONFERENCE, SOUTHERN ILLINOIS UNIVERSITY, CARBONDALE, ILLINOIS, APRIL 24-25, 1975

PUB DATE 25 APR 75

ABSTRACT

ANATIONAL RECOGNITION OF THE CORRELATION BETWEEN RURAL AND URBAN PROBLEMS HAS BROUGHT ABOUT AN ATMOSPHERE OF CONFIDENCE RELATIVE TO THE FUTURE OF THE RURAL AND/OR SMALL SCHOOL. SUCH CONFIDENCE IS EVIDENCED BY: (1) RENEWED INTEREST AND CONCERN OVER THE PLIGHT OF RURAL EDUCATION BY SOCIETY IN GENERAL; (2) FEDERAL COMMITMENT IN RECOGNITION OF THE FACT THAT 'RURAL' EXISTS, THAT RURAL SOCIETY HAS PROBLEMS, AND THAT THE FEDERAL GOVERNMENT MUST PLAY A MAJOR ROLE IN PROVIDING SOLUTIONS; (3) COMMITMENT OF THE NATIONAL INSTITUTE OF EDUCATION TO THE RURAL EXPERIMENTAL SCHOOL PROGRAM; (4) THE CONTINUAL FUNDING OF THE EDUCATIONAL RESOURCES INFORMATION CENTER/CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS (ERIC/CRESS); (5) EMERGENCE OF REGIONAL EDUCATION SERVICE AGENCIES (EDUCATIONAL CORPORATIONS) DESIGNED TO SERVE RURAL AND SMALL SCHOOLS; (6) LINKAGE BETWEEN THE APPALACHIAN REGIONAL LAB AND LOCAL SCHOOL DISTRICTS IN MOVING FROM THE DEVELOPMENT STAGE TO ACTUAL PROGRAM IMPLEMENTATION; (7) RE-EMERGENCE OF THE 'COMMUNITY SCHOOL' CONCEPT; (8) THE MYRIAD OF AGENCIES AND ORGANIZATIONS AT THE LOCAL, STATE, AND NATIONAL LEVELS CONCERNED WITH RURAL PROBLEMS AND EDUCATION; (9) THE MOVEMENT BY TEACHERS AND TEACHER ORGANIZATIONS TO IMPROVE THE QUALITY OF RURAL EDUCATION; (10) CONFERENCES WHICH PROVIDE IMPETUS FOR RURAL COMMUNITY IMPROVEMENT THROUGH THE SCHOOLS. (JC)

DESCRIPTORS

AGENCIES
COMMUNITY SCHOOLS
FEDERAL PROGRAMS
GOVERNMENT ROLE
RECOGNITION
RURAL SCHOOLS
SPEECHES
TEACHER INFLUENCE
AGENCY ROLE
EDUCATIONAL DEVELOPMENT
FUTURES (OF SOCIETY)
INFORMATION DISSEMINATION
REGIONAL PROGRAMS
SMALL SCHOOLS
STATE FEDERAL AID

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

LB 12.20 SCHOOL-COMMUNITY COOPERATION; also IEA 9.50, JFAA 10.603, I 9.0

REPORT NUMBER ED029064

TITLE PLANNING FOR AN URBAN COMMUNITY SCHOOL.

SOURCE SPRINGFIELD PUBLIC SCHOOLS, MASS.

NOTE 228 P.

PUB DATE JUL 68

ABSTRACT

PRESENTED IS A PLAN FOR A COMMUNITY SCHOOL IN THE NORTH END-BRIGHTWOOD AREA OF SPRINGFIELD, MASSACHUSETTS. THE COMMITMENT TO THE COMMUNITY SCHOOL CONCEPT IS STATED AND THE OBJECTIVES ARE DEFINED. THE DOCUMENT CONTAINS CHAPTERS ON PUPIL CHARACTERISTICS AND GROUPING, SPECIAL CLASSES, REPORTING PUPIL PROGRESS, AND TEACHER UTILIZATION AND CHARACTERISTICS. ALSO INCLUDED ARE SECTIONS ON THE USE OF NONPROFESSIONALS, THE PSYCHOLOGICAL SERVICES PERSONNEL, THE EXPANDED CLASSROOM CONCEPT, CURRICULUM, TECHNOLOGY, COMMUNITY SERVICES, ADMINISTRATION, AND EDUCATIONAL SPECIFICATIONS. (NH)

DESCRIPTORS

ACHIEVEMENT
COMMUNITY SERVICES
EDUCATIONAL DISADVANTAGEMENT
EDUCATIONAL SPECIFICATIONS
NONPROFESSIONAL PERSONNEL
SCHOOL ADMINISTRATION
SPECIAL CLASSES
STUDENT GROUPING
TEACHING ASSIGNMENT
URBAN SCHOOLS
COMMUNITY SCHOOLS
CURRICULUM
EDUCATIONAL OBJECTIVES
INSTRUCTIONAL TECHNOLOGY
PSYCHOLOGICAL SERVICES
SCHOOL ORGANIZATION
STUDENT CHARACTERISTICS
TEACHER CHARACTERISTICS
TEAM TEACHING

IDENTIFIERS

MASSACHUSETTS
SPRINGFIELD
NORTH END BRIGHTWOOD

EDRS PRICE MF-$0.75 HC-$11.40 PLUS POSTAGE

LB 12.20 SCHOOL-COMMUNITY COOPERATION

REPORT NUMBER ED012507

TITLE COMMUNITY RESOURCES AND CONFLICT PROPENSITY AS SOURCES FOR CONSTRAINTS ON THE LOCAL SCHOOL ADMINISTRATOR.

AUTHOR(S) SNOW, R. J.

SOURCE OREGON UNIV., EUGENE. CENTER FOR ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION.

NOTE 31 P.

PUB DATE 67

ABSTRACT

TO DETERMINE THE EXTENT TO WHICH SCHOOL SYSTEM EVNIRONMENTS MAY BE DISTINCT IN TERMS OF COMMUNITY RESOURCES AND CONFLICT PROPENSITY, THE VOTING RECORDS, SOCIOECONOMIC DATA, AND ASPECTS OF BOARD OF EDUCATION INTERACTION WITH SCHOOL SUPERINTENDENTS OF FOUR SUBURBAN ILLINOIS COMMUNITIES WERE ANALYZED. A COMPARISON OF CONSTRAINTS AND SUPPORTS FOR THE FOUR COMMUNITIES INDICATED A HIGHER DEGREE OF SCHOOL SUPERINTENDENT LEADERSHIP IN THE DISTRICT WITH THE MOST ABUNDANT RESOURCES AND CONFLICT MANAGEMENT SKILL. THIS WAS EVIDENCED BY A REPRESENTATIVE COMMUNITY CAUCUS ENJOYING BROAD SUPPORT FOR THE SCHOOL PROGRAM AND ENTRUSTING EDUCATIONAL DECISION MAKING TO THE SCHOOL SUPERINTENDENT. DIFFERENTIAL MANIFESTATIONS OF SUPERINTENDENT ADMINISTRATIVE ABILITY AND VARYING DEGREES OF SUCCESS ACHIEVED IN SCHOOL-COMMUNITY RELATIONS FOR THE FOUR COMMUNITIES WERE BRIEFLY REVIEWED. THIS PAPER WAS PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (NEW YORK CITY, FEBRUARY 18, 1967). (JK)

DESCRIPTORS

BOARDS OF EDUCATION
CONFLICT
EDUCATIONAL PLANNING
POLICY FORMATION
SCHOOL SUPERINTENDENTS
COMMUNITY RESOURCES
DECISION MAKING
LEADERSHIP QUALITIES
SCHOOL COMMUNITY RELATIONSHIP
SUPERINTENDENT ROLE

IDENTIFIERS

AMERICAN EDUCATIONAL RESEARCH ASSO
ILLINOIS
EUGENE
NEW YORK CITY

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

LB 12.20 SCHOOL-COMMUNITY COOPERATION

REPORT NUMBER ED047408

TITLE CROWD CONTROL FOR HIGH SCHOOL ATHLETICS.

SOURCE NATIONAL COUNCIL OF SECONDARY SCHOOL ATHLETIC DIRECTORS,
WASHINGTON, D.C.

NOTE 40 P.

PUB DATE 70

ABSTRACT

THIS REPORT CONTAINS PAPERS BY SCHOOL ATHLETIC DIRECTORS THAT DEAL WITH (1) CAUSES OF CROWD MISCONDUCT, (2) RESPONSIBILITIES OF STATE AND NATIONAL ASSOCIATIONS FOR CROWD CONTROL, (3) ROLES OF COMMUNITY AND SCHOOL OFFICIALS IN CROWD CONTROL, AND (4) LEGAL STATUS OF SPECTATORS AT HIGH SCHOOL ATHLETIC EVENTS. (JF)

DESCRIPTORS

ATHLETIC FIELDS
EXTRAMURAL ATHLETIC PROGRAMS
MISBEHAVIOR
SCHOOL LAW
DEMONSTRATIONS (CIVIL)
INTRAMURAL ATHLETIC PROGRAMS
SCHOOL COMMUNITY COOPERATION
SCHOOL POLICY

AVAILABILITY: AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND
RECREATION PUBLICATIONS-SALES, 1201 SIXTEENTH STREET, N.W.,
WASHINGTON, D.C. 20036 ($2.00)

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

LB 12.20 SCHOOL-COMMUNITY COOPERATION

REPORT NUMBER ED020963

TITLE CITIES ARE CHANGING.

AUTHOR(S) RAVITZ, MEL

NOTE 6 P.

PUB DATE OCT 67

ABSTRACT

THE EFFECT OF PHYSICAL AND SOCIAL CHANGES IN LARGE CITIES ARE DISCUSSED. POPULATION GROWTH IN THE LAST FEW YEARS HAS OCCURRED PRIMARILY IN THE SUBURBS. URBAN RENEWAL HAS REALIGNED AND RELOCATED THE RACES AND THE SOCIAL CLASSES, AND FREEWAY CONSTRUCTION HAS CREATED INTERURBAN STRIPS. CASUALTIES OF THESE CHANGES ARE CROWDING THE MIDDLE NEIGHBORHOODS OF THE CITY, WHERE NEW SLUMS ARE DEVELOPING. AS A RESULT, THE PUBLIC SCHOOLS ARE EXPERIENCING PROBLEMS OF FINANCING, DISTRICTING, AND CULTURE CLASH. BECAUSE SCHOOLS CAN NO LONGER RELY ON REVENUES FROM A SHRINKING PROPERTY TAX BASE, INCREASED FEDERAL ASSISTANCE AND/OR STATE INCOME TAXES WILL BE NECESSARY. INTERDISTRICT COMPETITION SHOULD BE ERADICATED, AND MORE THAN COMPENSATORY EDUCATION IS NEEDED TO MINIMIZE THE CULTURE CLASH. (ALTHOUGH THE ARTICLE APPLIES TO LARGE U.S. CITIES IN GENERAL, EXAMPLES ARE DRAWN FROM CONDITIONS IN DETROIT.) THIS ARTICLE WAS PUBLISHED IN 'EDUCATIONAL LEADERSHIP,' VOLUME 25, NUMBER 1, OCTOBER 1967. (AF)

DESCRIPTORS
CITY DEMOGRAPHY
CULTURAL DIFFERENCES
EDUCATIONAL IMPROVEMENT
INTERDISTRICT POLICIES
METROPOLITAN AREAS
PUBLIC SCHOOLS
SOCIAL CHANGE
CITY PROBLEMS
EDUCATIONAL FINANCE
INNER CITY
LOW INCOME GROUPS
POPULATION TRENDS
SCHOOL DISTRICTS
URBAN RENEWAL

IDENTIFIERS
DETROIT
MICHIGAN

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

LB 12.20 SCHOOL-COMMUNITY COOPERATION

REPORT NUMBER ED077758

TITLE A COMPARATIVE STUDY OF THE RELATIONSHIP OF LOCUS OF CONTROL, THE VERTICAL ORGANIZATION OF THE ELEMENTARY SCHOOL AND SCIENCE ACHIEVEMENT.

AUTHOR(S) BROOKS, MARSHALL ALLEN

NOTE 131 P.; PH.D. DISSERTATION, UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

PUB DATE 72

ABSTRACT

REPORTED IS A STUDY OF THE EFFECTS OF LOCUS OF CONTROL AND THE SCHOOL ORGANIZATION ON SCIENCE ACHIEVEMENT OF 122 STUDENTS IN NON-GRADED SCHOOLS AND 181 STUDENTS IN GRADED SCHOOLS. THE DEPENDENT VARIABLE OF THE STUDY WAS SCORES ON THE STANFORD ACHIEVEMENT TEST IN SCHIENCE AND THE INDEPENDENT VARIABLES WERE THE STUDENT SCORES ON THE CHILDREN'S LOCUS OF CONTROL SCALE (CLOC) AND THE VERTICAL ORGANIZATION OF THE SCHOOL. IT APPEARED THAT LOCUS OF CONTROL OR A FACTOR CLOSELY RELATED TO IT DID AFFECT ACHIEVEMENT IN STUDENTS WHO SCORED IN THE LOW GROUP (EXTERNALS) ON THE CLOC SCALE. SCIENCE ACHIEVEMENT OF GRADED STUDENTS WAS SIGNIFICANTLY HIGHER THAN NON-GRADED STUDENTS, INDICATING THE EXISTENCE OF DIFFERENT LEVELS OF FACTUAL KNOWLEDGE BETWEEN STUDENTS IN THE TWO TYPES OF SCHOOLS. (EB)

DESCRIPTORS

ACADEMIC ACHIEVEMENT
EDUCATIONAL RESEARCH
INSTRUCTION
SCHOOL ORGANIZATION
SUCCESS FACTORS
DOCTORAL THESES
ELEMENTARY SCHOOL SCIENCE
LEARNING
SCHOOL POLICY

IDENTIFIERS

RESEARCH REPORTS

AVAILABILITY: UNIVERSITY MICROFILMS, 300 NORTH ZEEB ROAD, ANN ARBOR, MICHIGAN 48106 (ORDER NO. 73-4804 MF-$4.00 XEROGRAPHY-$10.00)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

LB 12.20 SCHOOL-COMMUNITY COOPERATION

REPORT NUMBER ED028511

TITLE CITIZEN PARTICIPATION IN SCHOOL AFFAIRS IN TWO SOUTHERN CITIES.

AUTHOR(S) ROADEN, ARLISS L.

NOTE 23 P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMER. RES. ASSN. (LOS ANGELES, CALIF., FEB. 5-8, 1969).

PUB DATE FEB 69

ABSTRACT

THE EFFECTIVENESS OF ORGANIZATIONS FOR CITIZEN PARTICIPATION IN SCHOOL AFFAIRS DEPENDS ON THEIR INFLUENCE IN EFFECTING SCHOOL POLICIES AND DECISIONS, AND ON THEIR STABILITY FOR SUSTAINED INFLUENCE. IN ATLANTA, NEITHER CITIZEN INITIATED (SOUTHERN LEADERSHIP CONFERENCE) NOR SCHOOL INITIATED (COMMITTEE OF 100) SYSTEM-WIDE MECHANISMS HAVE BEEN VERY EFFECTIVE ACCORDING TO THESE CRITERIA. AT THE LOCAL SCHOOL OR NIEGHBORHOOD LEVEL, THE TWO MAJOR CITIZEN INITIATED (VINE CITY FOUNDATION AND PERRY HOMES TENANTS ASSOCIATION) AND THE MAJOR SCHOOL INITIATED (THE 'PRINCIPAL AS POLITICIAN') MECHANISMS HAVE MET UNEVEN SUCCESS. IN HUNTSVILLE, ALABAMA, THE MAJOR CITIZEN MECHANISM (ASSOCIATION OF HUNTSVILLE AREA COMPANIES, OR AHAC) HAS BEEN VERY EFFECTIVE BECAUSE (1) IT IS RUN BY RESPONSIBLE COMMUNITY LEADERS, (2) IT HAS FACED AND DEALT WITH FUNDAMENTAL ISSUES AND PROBLEMS, AND (3) IT ENJOYS THE CONFIDENCE OF THE SCHOOL SYSTEM. THE AHAC PATTERN CAN BE INSTALLED IN OTHER CITIES. AT THE LOCAL LEVEL IN HUNTSVILLE, CITIZEN PARTICIPATION ACTIVITIES ARE GENERALLY RESTRICTED TO THE EDUCATIONAL IMPROVEMENT PROGRAM (EIP) AND FEDERALLY SPONSORED SPECIAL PROGRAMS. ADMINISTRATORS OF THESE PROGRAMS SEEM TO BE INTENT ON GOING BEYOND MINIMAL PROGRAM SPECIFICATIONS FOR ELICITING CITIZEN INVOLVEMENT. (HW)

DESCRIPTORS
CITIZEN PARTICIPATION
PUBLIC SCHOOLS
SCHOOL COMMUNITY COOPERATION
SCHOOL POLICY
URBAN AREAS
POLICY FORMATION
RACE RELATIONS
SCHOOL COMMUNITY RELATIONSHIP
SOUTHERN COMMUNITY

IDENTIFIERS
ALABAMA
HUNTSVILLE
ATLANTA

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

LB 12.20 SCHOOL-COMMUNITY COOPERATION

REPORT NUMBER ED100029

TITLE GOVERNING AMERICAN SCHOOLS: POLITICAL INTERACTION IN LOCAL SCHOOL DISTRICTS.

AUTHOR(S) ZEIGLER, L. HARMON; AND OTHERS

NOTE 269 P.

PUB DATE 74

ABSTRACT

DATA FOR THIS ANALYSIS OF SCHOOL DISTRICT GOVERNANCE WERE GATHERED IN LENGTHY INTERVIEWS WITH 490 SCHOOL BOARD MEMBERS AND 82 SCHOOL SUPERINTENDENTS FROM A SAMPLE OF 83 SCHOOL DISTRICTS. IN ADDITION, BRIEFER INTERVIEWS WERE CONDUCTED WITH 91 BOARD MEMBERS AND 12 SUPERINTENDENTS FROM DISTRICTS IN THE 13 LARGEST METROPOLITAN AREAS. THE STUDY REVEALED A STRONG POSITIVE CORRELATION BETWEEN THE LEVEL OF POLITICAL ACTIVITY IN A SCHOOL DISTRICT AND THE RESPONSIBENESS OF SCHOOL BOARD MEMBERS TO THEIR CONSTITUENTS. HOWEVER, BOTH RESPONSIVE AND UNRESPONSIVE BOARDS WERE GENERALLY DOMINATED BY THE SUPERINTENDENT OF THE DISTRICT. IN FACT, SUPERINTENDENTS TENDED TO BE MORE DOMINANT IN THOSE DISTRICTS WITH RELATIVELY RESPONSIVE SCHOOL BOARDS, SO THE UNRESPONSIVENESS OF MOST SCHOOL BOARDS IS OF LITTLE PRACTIVAL CONSEQUENCE. THE AUTHORS CONCLUDE THAT AMERICAN SCHOOL BOARDS SHOULD ACTUALLY BEGIN TO GOVERN OR ELSE THEY SHOULD BE ABOLISHED ALTOGETHER. (JG)

DESCRIPTORS

ADMINISTRATIVE POLICY
BOARD ADMINISTRATOR RELATIONSHIP
BOARD OF EDUCATION ROLE
ELECTIONS
NATIONAL SURVEYS
POLITICAL POWER
SCHOOL DISTRICTS
ADMINISTRATOR ROLE
BOARD OF EDUCATION POLICY
BOARDS OF EDUCATION
GOVERNANCE
POLITICAL INFLUENCES
SCHOOL COMMUNITY RELATIONSHIP
SCHOOL SURVEYS

AVAILABILITY: DUXBURY PRESS, 6 BOUND BROOK COURT, NORTH SCITUATE,
MASSACHUSETTS 02060 ($12.95)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

LB 12.20 SCHOOL-COMMUNITY COOPERATION

REPORT NUMBER ED078538

TITLE WINNING BOND ELECTIONS: A TREATISE COVERING TACTICS SUCCESSFULLY IMPLEMENTED IN RECENT IOWA BOND ELECTIONS.

AUTHOR(S) HUKILL, WILLIAM

SOURCE DESIGN ASSOCIATES, CEDAR RAPIDS, IOWA.

NOTE 27 P.

PUB DATE 73

ABSTRACT

THIS BOOKLET REPORTS THE RESULTS OF A STUDY OF BOND ELECTIONS THAT WERE HELD IN IOWA FROM 1960 TO 1973. THE STUDY SOUGHT TO DETERMINE THOSE FACTORS THAT TENDED TO HELP BOND ELECTIONS SUCCEED AND THOSE THAT TENDED TO CAUSE FAILURE. THE REPORT DISCUSSES THE VALUE OF SPECIFIC TACTICS AND IDENTIFIES SOME EHLPFUL FACTORS SUCH AS THE BEST MONTHS OF THE YEAR, THE BEST DAYS OF THE MONTH, AND THE BEST DAYS OF THE WEEK IN WHICH TO HOLD REFERENCA. IN ADDITION, THE AUTHOR POINTS OUT THE MERITS OF USING (1) NEWSPAPER COVERAGE, (2) LAY AND PROFESSIONAL PERSONNEL, (3) BROCHURES, (4) PUBLIC MEETINGS, (5) TELEPHONE CAMPAIGNS, (6) DOORBELLING, AND (7) RIDES TO POLLS. A RELATED DOCUMENT IS ED 058 652. (JF)

DESCRIPTORS

BOND ISSUES
COMMUNITY SUPPORT
GUIDELINES
PUBLIC RELATIONS
SCHOOL BUDGET ELECTIONS
CITIZEN PARTICIPATION
ELECTIONS
PUBLIC OPINION
RESEARCH
SCHOOL COMMUNITY RELATIONSHIP

AVAILABILITY: WILLIAM V. HUKILL, 610 TENTH STREET S.E., CEDAR RAPIDS, IOWA 52403 ($2.00)

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

LB 12.20 SCHOOL-COMMUNITY COOPERATION

REPORT NUMBER ED018000

TITLE JACKSON COUNTY REVISITED, A CASE STUDY IN THE POLITICS OF PUBLIC EDUCATION.

AUTHOR(S) GOLDHAMMER, KEITH; PELLEGRIN, ROLAND J.

SOURCE OREGON UNIV., EUGENE. CENTER FOR ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION.

NOTE 98 P.

PUB DATE 68

ABSTRACT

THIS DOCUMENT IS A SEQUEL TO 'THE JACKSON COUNTY STORY, A CASE STUDY,' (ED 011 569) WHICH DESCRIBED THE IMPACT ON A LARGE SUBURBAN SCHOOL DISTRICT OF COMMUNITY CONFLICT WHICH ROSE OVER BOTH EDUCATIONAL AND NON-EDUCATIONAL ISSUES. THE FIRST STUDY ENDED AFTER THE 1962 ELECTIONS IN WHICH A MAJORITY OF CONSERVATIVE CONDIDATES WAS ELECTED TO THE SCHOOL BOARD. THIS SEQUEL DOCUMENT COVERS THE PERIOD BETWEEN THE 1962 AND THE 1966 ELECTIONS. IN 1963, FACED WITH A SCHOOL BOARD WHOSE MAJORITY WAS HOSTILE TO HIM AND TO MANY OF HIS PROGRAMS, THE SUPERINTENDENT RESIGNED. UNDER THE NEW SUPERINTENDENT WHO ALIGNED HIMSLEF WITH NEITHER FACTION OF THE SCHOOL BOARD, CONTROVERSY SUBSIDED FOR A TIME. BEFORE THE 1964 ELECTIONS, MAJOR ISSUES CAME BEFORE THE BOARD WHICH SPLIT THE FACTIONS AND THE COMMUNITY INTO LIBERAL AND CONSERVATIVE CAMPS. IN 1964 AND IN 1966, THE LIBERAL COMMITTEE FOR THE PUBLIC SCHOOLS (CPS) WAGED UNIFIED, ORGANIZED CAMPAIGNS FOR ITS CANDIDATES AGAINST THE CONSERVATIVE COUNCIL FOR BETTER EDUCATION. THE TECHNIQUES EMPLOYED BY CPS IN ITS SUCCESSFUL EFFORTS TO CAPTURE A MAJORITY OF THE SCHOOL BOARD POSITIONS ARE DESCRIBED, AND THE EFFECTS OF THE COMMUNITY CONFLICT UPON THE EDUCATIONAL PROGRAM OF THE COUNTY'S SCHOOLS ARE DISCUSSED. THIS DOCUMENT IS ALSO AVAILABLE FOR $2.00 FROM PUBLICATIONS DEPARTMENT, CENTER FOR THE ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION, HENDRICKS HALL, UNIVERSITY OF OREGON, EUGENE, OREGON 97403. (HM)

DESCRIPTORS

BOARDS OF EDUCATION
CASE STUDIES (EDUCATION)
COLLECTIVE NEGOTIATION
COMMUNITY PROBLEMS
EDUCATIONAL OBJECTIVES
POLITICAL ATTITUDES
PUBLIC EDUCATION
SCHOOL SUPERINTENDENTS
BUDGETS
CITIZEN PARTICIPATION
COMMUNITY INVOLVEMENT
COUNTY SCHOOL SYSTEMS
ELECTIONS
POLITICAL ISSUES
SCHOOL COMMUNITY RELATIONSHIP

IDENTIFIERS

EUGENE
JACKSON COUNTY

EDRS PRICE MF-$0.75 HC-$4.20 PLUS POSTAGE

LB 12.20 SCHOOL-COMMUNITY COOPERATION

REPORT NUMBER ED017056

TITLE THE STRUCTURE AND PROCESS OF SCHOOL-COMMUNITY RELATIONS. VOLUME III, THE STRUCTURE OF SCHOOL-COMMUNITY RELATIONS.

AUTHOR(S) CARTER, RICHARD F.; AND OTHERS

SOURCE STANFORD UNIV., CALIF. SCHOOL OF EDUCATION.

NOTE 401 P.

PUB DATE 30 JUN 66

ABSTRACT

TO EVALUATE STRUCTURAL COMPONENTS OF SCHOOL-COMMUNITY RELATIONS, 860 VARIABLES WERE DEFINED FROM THE LITERATURE AND GROUPED INTO 26 DIVISIONS FOR ASSESSMENT AGAINST FOUR SUMMARY CRITERION VARIABLES--(1) ACQUIESCENCE, THE DEGREE TO WHICH VOTERS IN A SCHOOL DISTRICT VIEW FINANCIAL ISSUES FAVORABLY, (2) PARTICIPATION, THE DEGREE TO WHICH VOTERS EXERCISE THEIR RIGHT OF REVIEW BY VOTING, (3) UNDERSTANDING, THE DEGREE TO WHICH INFORMED OBSERVERS SIMILARLY PERCEIVE SCHOOL-COMMUNITY RELATIONSHIPS, AND (4) QUIENSCENCE, THE DEGREE TO WHICH CONTROVERSY AND CONFLICT ARE LACKING IN THE SCHOOL DISTRICT. FINDINGS OF THE STUDY WERE BASED ON DATA FOR A RANDOM NATIONAL SAMPLE, DRAWN BY THE CENSUS BUREAU, OF 180 SCHOOL DISTRICTS WITH 150 PUPILS OR MORE, WITH THE PROBABILITY OF SELECTION PROPORTIONAL TO SCHOOL ENROLLMENT. TEN PERSONS HOLDING KEY ROLES WERE QUESTIONED IN EACH DISTRICT--SUPERINTENDENT, BOARD PRESIDENT, FOUR OTHER BOARD MEMBERS, TEACHER REPRESENTATIVE, PARENT REPRESENTATIVE, MASS MEDIA REPRESENTATIVE, AND AN INTERESTED CITIZEN. FACTOR ANALYSES OF QUESTIONNAIRE RESPONSES, CENSUS DATA (1940, 1950, AND 1960), AND SCHOOL RECORDS IDENTIFIED 256 VARIABLES AS SIGNIFICANTLY RELATED TO ONE OR MORE OF THE FOUR CRITERION VARIABLES. WHILE THE STRUCTURAL ANALYSIS SERVED PRIMARILY AS A BASIS FOR THE SUBSEQUENT PROCESS ANALYSIS DESCIRBED IN VOLUME 4, PRACTICAL USES OF THE STUDY'S IDENTIFICATION OF KEY STRUCTURAL VARIABLE INCLUDE BOTH THE DIAGNOSIS AND THE SOLVING OF PROBLEMS IN SCHOOL-COMMUNITY RELATIONS. THIS IS PART III OF A SERIES. RELATED DOCUMENTS INLUCDE EA 001 091, EA 001 092, EA 001 094, AND EA 001 095. (JK)

DESCRIPTORS

BOARDS OF EDUCATION
COMMUNICATIONS
COMMUNITY RESOURCES
FACTOR ANALYSIS
PARENT SCHOOL RELATIONSHIP
POLICY FORMATION
SCHOOL COMMUNITY RELATIONSHIP
SPECIAL PROGRAMS
SUPERINTENDENTS
CITIZEN PARTICIPATION
COMMUNITY LEADERS
ELECTIONS
MASS MEDIA
PERSONNEL POLICY
PUBLIC OPINION
SCHOOL DISTRICTS
SPECIAL SERVICES

IDENTIFIERS

PROJECT CAST
STANFORD

EDRS PRICE MF-$0.75 HC-$19.80 PLUS POSTAGE

LD 12.30 SCHOOL-GENERAL GOVERNMENT RELATIONS

REPORT NUMBER ED033607

TITLE THE ROLES OF THE FEDERAL GOVERNMENT IN TELECOMMUNICATIONS. PRESIDENT'S TASK FORCE ON COMMUNICATIONS POLICY. STAFF PAPER EIGHT.

AUTHOR(S) ROSTOW, EUGENE V.

SOURCE PRESIDENT'S TASK FORCE ON COMMUNICATIONS POLICY, WASHINGTON, D.C.

NOTE 77 P.

PUB DATE JUN 69

ABSTRACT

A STAFF PAPER TO THE PRESIDENT'S TASK FORCE ON COMMUNICATIONS POLICY REVIEWS THE ROLE PLAYED BY THE FEDERAL GOVERNMENT IN REGULATING THE TELECOMMUNICATIONS INDUSTRIES AND RECOMMENDS BROADER FEDERAL JURISDICTION. THE HISTORY OF FEDERAL ACTION IN TELECOMMUNICATIONS HAS BEEN ONE OF AD HOC RESPONSES TO DISCRETE PROBLEMS, LEADING TO AN INEFFICIENT, PATCHWORK REGULATORY STRUCTURE INSUFFICIENT FOR THE GROWING COMPLEXITIES OF THE INDUSTRY. GOVERNMENT POWERS ARE INADEQUATE FOR THE DEVELOPMENT OF A NATIONAL POLICY COVERING IMPORTANT AREAS SUCH AS ADMINISTRATION OF THE RADIO SPECTRUM, RESEARCH AND DEVELOPMENT, PROVISION OF NECESSARY ANALYTIC SUPPORT TO COMMON CARRIER REGULATION, AND EVEN NATIONAL PROCUREMENT OF SERVICES AND EQUIPMENT BY THE FEDERAL GOVERNMENT ITSELF. NEW EXECUTIVE CAPABILITY SHOULD INCLUDE LONG-RANGE PLANNING, POLICY FORMATION AND COORDINAPION, AND MISSION-SUPPORT, SO AS TO INTEGRATE THE VARIOUS GOVERNMENTAL ROLES. (BB)

DESCRIPTORS

ADMINISTRATION
AGENCIES
COMMUNICATIONS
GOVERNANCE
GOVERNMENT ROLE
POLICY
PUBLIC POLICY
ADMINISTRATIVE AGENCIES
AGENCY ROLE
FEDERAL GOVERNMENT
GOVERNMENT (ADMINISTRATIVE BODY)
MASS MEDIA
POLICY FORMATION
TECHNOLOGICAL ADVANCEMENT

IDENTIFIERS

COMMUNICATIONS ACT 1934
FEDERAL COMMUNICATIONS COMMISSION
FCC

AVAILABILITY: CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VA. 22151 (PB-1840423, MF $.65, HC $3.00)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

LDA 12.301 LOCAL GOVERNMENT RELATIONS

REPORT NUMBER ED097266

TITLE SECONDARY EDUCATION AND LOCAL GOVERNMENTS.

AUTHOR(S) LELAND, ROBERT C.

SOURCE INTERNATIONAL CITY MANAGEMENT ASSOCIATION, WASHINGTON, D.C.

NOTE 17 P.

PUB DATE JUL 74

ABSTRACT

THE AIM OF THIS PUBLICATION IS TO AID CITY MANAGEMENT'S PARTICIPATION IN IMPROVING EDUCATION ON LOCAL GOVERNMENT. THE NEED FOR SUCH PARTICIPATION IS EVIDENT FROM THE LACK OF PROGRESS IN THE TEACHING OF LOCAL GOVERNMENT SINCE A 1963 REPORT ON THE TOPIC. DIFFICULTIES, SUCH AS INSUFFICIENT CLASS TIME, INADEQUATE RESOURCES, TEACHERS UNFAMILAR WITH THE SUBJECT, UNIMAGINATIVE CLASSROOM PRACTICES, AND LACK OF CAREER COUNSELING, PLAGUE EDUCATION ON LOCAL GOVERNMENT. LOCAL GOVERNMENT OFFICIALS CAN ASSUME A MAJOR ROLE IN IMPROVING THE TEACHING OF LOCAL GOVERNMENT AS POINTED OUT IN THE AGENDA OUTLINED IN THIS REPORT. INCLUDED IN THE REPORT ARE GUIDELINES FOR OFFERING LIMITED, CONTINUING, OR EXTENSIVE PARTICIPATION BY LOCAL GOVERNMENT OFFICIALS; A CHECKLIST FOR IMPLEMENTING PROGRAM PARTICIPATION; EXAMPLES OF CITY-SPONSORED PROGRAMS ALREADY IN ACTION; A CATALOG OF LOCAL GOVERNMENT RESOURCES, INCLUDING SIMULATIONS, SIMULATIONS BIBLIOGRAPHIES, MOTION PICTURES, SCHOOL TEXTS, SUPPLEMENTARY AND REFERENCE BOOKS, PAMPHLETS, PERIODICALS, BIBLIOGRAPHIES, AND SOURCES FOR ALL THESE MATERIALS; AN OUTLINE OF A MODEL CURRICULUM FOR A UNIT IN LOCAL GOVERNMENT AND URBAN PROBLEMS; AND GUIDELINES FOR A MODEL CITY GOVERNMENT INTERSHIP PROGRAM. (JH)

DESCRIPTORS

AMERICAN GOVERNMENT (COURSE)
CURRICULUM DEVELOPMENT
FILMS
INTERINSTITUTIONAL COOPERATION
PROGRAMS
RESOURCE MATERIALS
URBANIZATION
CITY OFFICIALS
CURRICULUM GUIDES
INSTRUCTIONAL MATERIALS
LOCAL GOVERNMENT
PUBLIC AFFAIRS EDUCATION
SCHOOL COMMUNITY COOPERATION

CITATION MANAGEMENT INFORMATION SERVICE REPORT; V6 N7 JUL 1974

AVAILABILITY: INTERNATIONAL CITY MANAGEMENT ASSOCIATION, 1140 CONNECTICUT AVENUE N. W., WASHINGTON D.C. 20036 ($5.00 FOR FIRST COPY, $2.00 FOR EACH ADDITIONAL COPY; ALL REQUESTS MUST BE ON EDUCATIONAL INSTITUTION LETTERHEAD FOR REDUCED RATES)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

LDA 12.301 LOCAL GOVERNMENT REGULATIONS

REPORT NUMBER ED049637

TITLE SCHOOLS AND CABLE TELEVISION.

SOURCE NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D.C. EDUCATIONAL TECHNOLOGY DIV.

NOTE 66 P.

PUB DATE 71

ABSTRACT

THE PAPERS GATHERED HERE ARE DESIGNED TO PROVIDE A FOUNDATION OF BACKGROUND INFORMATION FOR THOSE CHARGED WITH THE RESPONSIBILITY OF FORMULATING SCHOOL DISTRICT GOALS REGARDING CABLE TELEVISION (CATV) AND OF OBTAINING THE NECESSARY COOPERATION FROM THE LOCAL CATV FRANCHISE OPERATORS TO REACH THESE GOALS. THE POSITION OF THE NATIONAL EDUCATION ASSOCIATION, WHICH SEEKS TO HAVE 20 PERCENT OF ALL CATV CHANNELS RESERVED FOR EDUCATIONAL PURPOSES, IS PRESENTED. CABLE TELEVISION IS DESCRIBED BOTH FROM A HISTORICAL AND TECHNICAL VIEWPOINT. SUGGESTIONS FOR OBTAINING CATV CHANNELS FOR SCHOOL USE INCLUDE IDEAS FOR WORKING BOTH WITH CITY GOVERNMENTS AND WITH FRANCHISE OPERATORS. THE COST OF VARIOUS CATV SERVICES IS ESTIMATED, AND THE FUTURE OF CABLE COMMUNICATIONS IS PROJECTED, EMPHASIZING THE POTENTIAL OF ITS UNIQUE TECHNICAL FEATURES FOR SOLVING EDUCATIONAL PROBLEMS. A CASE STUDY
TECHNICAL FEATURES FOR SOLVING EDUCATIONAL PROBLEMS. A CASE STUDY
DESCRIBES THE EFFORTS OF A NEW YORK COMMUNITY GROUP TO OBTAIN EDUCATIONAL PROVISOS IN A CATV FRANCHISE. A LIST OF REQUIREMENTS FORMULATES THE NECESSARY FRANCHISE STIPULATIONS WHICH WILL PROTECT THE INTERESTS OF PUBLIC EDUCATION. SAMPLE CONTRACTS, A GLOSSARY, AND A BIBLIOGRAPHY ARE INCLUDED AS SUPPLEMENTARY INFORMATION. (JY)

DESCRIPTORS
BROADCAST INDUSTRY
COMMUNITY ANTENNAS
COMMUNITY SUPPORT
EDUCATIONAL TELEVISION
INTERAGENCY COOPERATION
MEDIA TECHNOLOGY
PUBLIC POLICY
REGIONAL PLANNING
SCHOOL POLICY
CABLE TELEVISION
COMMUNITY PLANNING
EDUCATIONAL PLANNING
ESTIMATED COSTS
INTERDISTRICT POLICIES
POLICY FORMATION
PUBLIC TELEVISION
SCHOOL COMMUNITY COOPERATION
TELECOMMUNICATIONS

AVAILABILITY: NEA, PUBLICATIONS-SALES SECTION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036 (ORDER NO. 381-11968, $2.25)

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

LDAJ 12.303 RELATIONS WITH POLICE AUTHORITIES

REPORT NUMBER	ED108352
TITLE	MAKING SCHOOLS MORE SECURE.
AUTHOR(S)	GREALY, JOSEPH I.
NOTE	16 P.; PAPER PRESENTED AT THE ANNUAL CONVENTION OF THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS (107TH, DALLAS, TEXAS, FEBRUARY 21-24, 1975)
PUB DATE	22 FEB 75

ABSTRACT

THE PRESIDENT OF THE NATIONAL ASSOCIATION OF SCHOOL SECURITY DIRECTORS, CITING MANY SPECIFIC INCIDENTS OF SCHOOL VANDALISM AND PERSONAL ASSAULT AND BATTERY, STATES THAT THE SAFETY AND SECURITY OF SCHOOL PERSONNEL AND FACILITIES ARE NECESSARY REQUIREMENTS FOR EFFECTIVE EDUCATION. THE AUTHOR'S APPROACH TO A SCHOOL SECURITY PROGRAM IS TO DETERMINE THE FACTS AND INVOLVE THE STUDENTS, PARENTS, AND THE SCHOOL. MANY SCHOOL SYSTEMS HAVE IMPLEMENTED AN ALTERNATIVE SCHOOL PROGRAM THAT ATTEMPTS TO IDENTIFY A DISRUPTIVE STUDENT'S PROBLEM, TREAT IT, AND GET HIM BACK INTO HIS REGULAR CLASSROOM AS QUICKLY AS POSSIBLE. THE FEDERAL JUVENILE JUSTICE AND DELINQUENCY PREVENTION ACT OF 1974 LISTS FIVE DIFFERENT TECHNIQUES TO DEAL WITH THE PREVENTION OF JUVENILE DELINQUENCY, AND ONE OF THEM UTILIZES PROGRAMS IN ELEMENTARY AND SECONDARY SCHOOLS. (AUTHOR/MLF)

DESCRIPTORS

- ALTERNATIVE SCHOOLS
- DELINQUENCY PREVENTION
- FEDERAL LEGISLATION
- SCHOOLS
- SECURITY
- CRIME
- ELEMENTARY SECONDARY EDUCATION
- POLICE SCHOOL RELATIONSHIP
- SCHOOL VANDALISM

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

LDAJ 12.303 RELATIONS WITH POLICE AUTHORITIES

REPORT NUMBER ED113838

TITLE SEARCH AND SEIZURE IN THE PUBLIC SCHOOL CONTEXT.

AUTHOR(S) SHARP, ROBERT K.

SOURCE NATIONAL ORGANIZATION ON LEGAL PROBLEMS OF EDUCATION, TOPEKA, KANS.

NOTE 13 P.; CHAPTER 3 OF EA 007 648

PUB DATE 75

ABSTRACT

THE PRESENT STATE OF LITIGATION ON SEARCH AND SEIZURE WILL PERMIT THE WARRANTLESS SEARCH OF A SCHOOL LOCKER BY A SCHOOL OFFICIAL WHO HAS REASONABLE SUSPICION THAT IT CONTAINS SOMETHING ILLEGAL, IF HE ACTS WITHOUT THE INTRUSION OF THE POLICE. FROM THE FIRST AND LAST SEARCH CASES CITED HEREIN, IT IS ABUNDANTLY CLEAR THAT SCHOOL OFFICIALS EXCEED THEIR AUTHORITY WHEN THEY SUBJECT STUDENTS TO STRIP SEARCHES AND THAT THEY WILL BE HELD ACCOUNTABLE UNDER ASSAULT AND BATTERY AND CIVIL RIGHTS THEORIES IF THEY CONDUCT OR ALLOW SUCH SEARCHES. AS GAULT AND TINKER MADE CLEAR, MINOR CHILDREN WHO ARE ENROLLED IN THE PUBLIC SCHOOLS ARE CITIZENS WHO RETAIN THEIR CONSTITUTIONAL RIGHTS, EVEN WITHIN THE CONFINES OF THE SCHOOL ENVIRONMENT. (AUTHOR)

DESCRIPTORS

ADMINISTRATOR RESPONSIBILITY
COURT LITIGATION
LEGAL RESPONSIBILITY
SEARCH AND SEIZURE
SUPREME COURT LITIGATION
CIVIL LIBERTIES
ELEMENTARY SECONDARY EDUCATION
POLICE SCHOOL RELATIONSHIP
STUDENT RIGHTS

AVAILABILITY: AVAILABLE ONLY AS PART OF COMPLETE DOCUMENT, SEE EA 007 648

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

LDAJ 12.303 RELATIONS WITH POLICE AUTHORITIES

REPORT NUMBER ED117851

TITLE DESTRUCTION OR LOSS OF SCHOOL PROPERTY: ANALYSIS AND SUGGESTIONS FOR IMPROVEMENT OF SCHOOL SECURITY.

AUTHOR(S) NELKEN, IRA; KLINE, SAM

SOURCE CALIFORNIA STATE UNIV., CHICO. NORTHERN CALIFORNIA PROGRAM DEVELOPMENT CENTER.

NOTE 27 P.

PUB DATE JUN 71

ABSTRACT

IN RECENT YEARS THE COSTS OF SCHOOL VANDALISM AND THE INCIDENCE OF VANDALISM IN THE PUBLIC SCHOOLS HAVE BEEN RISING. THE STUDY CONCERNS ITSELF WITH THE APPLICATION OF PRODUCTION FUNCTIONS, MONTE CARLO TECHNIQUES, AND SHANNON'S MODEL OF INFORMATION THEORY TO DETERMINE THE MOST EFFICIENT USE OF PREVENTIVE VANDALISM TECHNIQUES IN A LARGE SCHOOL SYSTEM. THE RESULTS OF THE STUDY INDICAT THE GAIN IN EFFICIENCY OF COMMUNICATION TO ADMINISTRATIVE DECISION-MAKERS AS A RESULT OF THE INFORMATION PROCESSING AND RETRIEVAL SYSTEM EMPLOYED BY THE RESEARCHERS. (AUTHOR)

DESCRIPTORS

COST EFFECTIVENESS
ELEMENTARY SECONDARY EDUCATION
POLICE SCHOOL RELATIONSHIP
SAFETY
SECURITY
ELECTRONIC EQUIPMENT
INFORMATION SYSTEMS
PREVENTION
SCHOOL VANDALISM
URBAN SCHOOLS

IDENTIFIERS

CALIFORNIA (LOS ANGELES)
LOS ANGELES UNIFIED SCHOOL DISTRICT

AVAILABILITY: PROGRAM DEVELOPMENT CENTER OF NORTHERN CALIFORNIA, CALIFORNIA STATE UNIVERSITY, CHICO, CALIFORNIA 95929 (AVAILABLE FOR COST OF REPRODUCING AND MAILING)

EDRS PRICE MF-$0.83 HC-$2.06 PLUS POSTAGE

LEB 12.40 RELATIONS WITH PARENTS ORGANIZATIONS

REPORT NUMBER ED122930

TITLE SHARING RESPONSIBILITIES, SHARING RESOURCES: A PHILOSOPHICAL AND PRACTICAL APPROACH TO THE ADMINISTRATION OF PARENT COOPERATIVES AND OTHER PROGRAMS INVOLVING PARENTS.

AUTHOR(S) BERGMAN, ROBERTA L.

SOURCE CENTER FOR HUMAN SERVICES, CLEVELAND, OHIO

NOTE 85 P.

PUB DATE OCT 75

ABSTRACT

THIS MANUAL FOR PARENTS PROVIDES GUIDELINES FOR ADMINISTERING PARENT COOPERATIVE PRESCHOOLS (COOPS) AND ORIENTING COOPMEMBERS TO THEIR MULTIPLE ROLES WITHIN THE SCHOOL. IT DEALS WITH THE ORGANIZATIONAL STRUCTURE OF PARENT COOPERATIVE GROUPS, THE ROLES OF PARENTS AND TEACHERS, THE MECHINICS OF LEADERSHIP, PURPOSES AND METHODS OF PARENT EDUCATION, ANDPOLICIES AND PROCEDURES FOR RUNNING A BUSINESS (INCLUDING TEACHER HIRING AND EVALUATION, RECORDKEEPING, BUDGET PREPARATION, FUND RAISING, AND LONG RANGE PLANNING). FIVE APPENDICES PROVIDE SIMPLIFIED RULES OF ORDER, A SAMPLE TEACHER APPLICATION, A SAMPLE DIRECTOR CONTRACT, A LIST OF SUGGESTED READINGS, AND A DESCRIPTION OF 'REAL LIFE SOLUTIONS' TO PROBLEMS PRESENTED FOR DISCUSSION IN THE TEXT. (GO)

DESCRIPTORS

COOPERATIVES
EDUCATIONAL ADMINISTRATION
GROUP STRUCTURE
PARENT EDUCATION
PARENT ROLE
PARENT TEACHER COOPERATION
SCHOOL POLICY
EARLY CHILDHOOD EDUCATION
GROUP DYNAMICS
ORGANIZATIONS (GROUPS)
PARENT PARTICIPATION
PARENT SCHOOL RELATIONSHIP
POLICY FORMATION

IDENTIFIERS

PARENT COOPERATIVES

AVAILABILITY: CENTER FOR HUMAN SERVICES, 2084 CORNELL ROAD, CLEVELAND, OHIO 44106 (PAPER, $3.50)

EDRS PRICE MF-$0.83 HC-$4.67 PLUS POSTAGE.

LEB 12.40 RELATIONS WITH PARENTS ORGANIZATIONS

REPORT NUMBER ED077993

TITLE A SURVEY OF PARENTS' OPINIONS REGARDING SCHOOL POLICIES AND PRACTICES AT JOHN OLIVER SECONDARY SCHOOL.

AUTHOR(S) GILBERT, KATHERINE; ELLIS, E. N.

SOURCE VANCOUVER BOARD OF SCHOOL TRUSTEES (BRITISH COLUMBIA). DEPT. OF PLANNING AND EVALUATION.

NOTE 15 P.

PUB DATE DEC 71

ABSTRACT

A SURVEY WAS CONDUCTED OF PARENTS' OPINIONS REGARDING SCHOOL POLICIES AND PRACTICES. APPROXIMATELY 2,400 QUESTIONNAIRES WERE DISTRIBUTED, AND 823 (34.3%) WERE RETURNED. THE RESULTS INDICATED THAT, FOR THE MOST PART, THE PARENTS WERE SATISFIED WITH POLICIES AND PRACTICES. THERE IS CLEARLY A SEGMENT OF PARENTS WHO FEEL THAT THE SCHOOL IS TOO PERMISSIVE IN HANDLING BEHAVIOR PROBLEMS AND THAT DISCIPLINE SHOULD BE STRENGTHENED; A SMALLER GROUP HOLDS AN OPPOSITE VIEW. PARENTS SEEM SATISFIED WITH THE RANGE OF ACTIVITIES AVAILABLE TO STUDENTS; HOWEVER, THEY WOULD LIKE TO SEE STUDENTS PARTICIPATE MORE. A DESIRE WAS INDICATED FOR MORE FEEDBACK FROM TEACHERS AND ADMINISTRATORS ABOUT STUDNETS' PROGRESS AND, IN GENERAL, MORE CONTACT WITH THE SCHOOL. ENGLISH, SCIENCE, GUIDANCE ANDLANGUAGES ARE THE SUBJECTS ABOUT WHICH PARENTS WERE MOST DISSATISFIED. SCIENCE HAD THE HIGHEST PERCENTAGE OF NEGATIVE RESPONSES FOR A SINGLE QUESTION--16.2% WERE DISSATISFIED WITH THE STANDARD OF ACHIEVEMENT. (AUTHOR/KM)

DESCRIPTORS

ACADEMIC ACHIEVEMENT
EDUCATIONAL PRACTICE
PARENT REACTION
SCHOOL POLICY
TECHNICAL REPORTS
DISCIPLING POLICY
PARENT ATTITUDES
PARENT SCHOOL RELATIONSHIP
SURVEYS

IDENTIFIERS

BRITISH COLUMBIA
VANCOUVER

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

LEB 12.40 RELATIONS WITH PARENTS ORGANIZATIONS

REPORT NUMBER ED077958

TITLE A SURVEY OF PARENTS' OPINIONS REGARDING SCHOOL POLICIES AND PRACTICES AT SIR WINSTON CHURCHILL SECONDARY SCHOOL.

AUTHOR(S) GILBERT, KATHERINE J.; REID, MARILYN J.

SOURCE VANCOUVER BOARD OF SCHOOL TRUSTEES (BRITISH COLUMBIA). DEPT. OF PLANNING AND EVALUATION.

NOTE 16 P.

PUB DATE 9 MAY 72

ABSTRACT

A SUMMARY OF RESPONSES BY PARENTS OF STUDENTS TO A QUESTIONNAIRE CONCERNING SCHOOL POLICY AND PRACTICES IS PRESENTED. RESPONSES TOTALED 516, ESTIMATED TO BE 37% OF THE FAMILIES. AMONG THE RESULTS WERE THE FOLLOWING: (1) MOST PARENTS WERE SATISFIED WITH THE COURSE CONTENT, QUALITY OF INSTRUCTION, AND STANDARD OF SCHIEVEMENT; (2) 62% APPROVED OF ALLOWING SECONDARY STUDENT TO GO TO ELEMENTARY SCHOOLS DURING REGULAR SCHOOL HOURS TO EHLP WITH THE INSTRUCTIONAL PROGRAM, BUT 25% DISAPPROVED OF THE PRACTICE; (3) MOST PARENTS FELT THAT THEY SHOULD RECEIVE REPORTS OF THEIR CHILD'S PROGRESS 3 OR 4 TIMES A YEAR; (4) 54% OF THEPARENTS IN THE SAMPLE HAD NOT ATTENDED A PARENT-TEACHER CONFERENCE; (5) 60% WERE SATISFIED WITH THE PRESENT AVAILABILITY OF COUNSELORS TO STUDENTS AND PARENTS; (6) 88% FAVORED ATTENDANCE REGULATIONS; (7) 80% SUPPORTED RULES GOVERNING STUDENT BEHAVIOR; (8) 61% THOUGHT THAT THE EXTENT OF PERSONAL FREEDOM FOR STUDENTS IN THE SCHOOL WAS 'JUST RIGHT'' AND (9) GUIDANCE, ART, LANGUAGES AND ENGLISH WERE THE SUBJECTS ABOUT WHICH THE PARENTS WERE MOST DISSATISFIED. QUESTIONNAIRE ITEMS AND A TABULATION OF REPLIES ARE PROVIDED IN AN APPENDIX. (KM)

DESCRIPTORS
EDUCATIONAL PRACTICE
PARENT SCHOOL RELATIONSHIP
SCHOOL POLICY
SURVEYS
TECHNICAL REPORTS
PARENT ATTITUDES
QUESTIONNAIRES
SECONDARY GRADES
TABLES (DATA)

IDENTIFIERS
BRITISH COLUMBIA
VANCOUVER

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

LEB 12.40 RELATIONS WITH PARENTS ORGANIZATIONS

REPORT NUMBER ED022195

TITLE THE PARENT SURVEY. REPORT OF FINDINGS.

AUTHOR(S) PRANIS, ROBERT W.; MORSBACH, DONNA J.

SOURCE CHICAGO UNIV., ILL. INDUSTRIAL RELATIONS CENTER.

NOTE 145 P.

PUB DATE 3 APR 68

ABSTRACT

A SURVEY WAS CONDUCTED TO DISCOVER THE ATTITUDES OF PARENTS WITH CHILDREN ENROLLED IN DISTRICT 162 SCHOOLS IN ILLINOIS. THE PURPOSES OF THE STUDY WERE: (1) TO OBTAIN PARENTAL ASSESSMENT OF THE SCHOOL SYSTEM AS A WHOLE AND PARTICULAR SCHOOL POLICY, PROGRAMS, AND PROCEDURES; AND (2) TO GAUGE THE EXTENT OF PARENT KNOWLEDGE AND APPROVAL OF THE DISTRICT'S TITLE III PROGRAM, PROJECT IGNITE, FOR STRENGTHENING INDIVIDUALIZED INSTRUCTION IN THE SCHOOLS. THE DATA FOR THE STUDY WERE OBTAINED BY MEANS OF A QUESTIONNAIRE KNOWN AS THE PARENT SURVEY. OF 1,607 QUESTIONNAIRES, 711 USUABLE FORMS (44%) WERE RETURNED. THE DATA FROM PART I INDICATE THAT THE MAJORITY OF THE RESPONDING PARENTS THINK HIGHLY OF THE DISTRICT AND ITS PERSONNEL. THE DATA FROM PART II SHOW THAT AT THE TIME OF THE SURVEY, THE RESPONDING PARENTS KNEW LITTLE ABOUT PROJECT IGNITE. PART II OF HTE SUVEY EXPLORED AREAS ABOUT WHICH THERE ARE STRONG DIFFERENCES OF OPINION AMONG PARENTS. WRITTEN COMMENTS WERE ALSO WELCOMED. THESE COMMENTS CENTERED UPON THE EDUCATIONAL PROGRAM, THE HANDLING OF CHILDREN, AND THE OVERALL EFEFCTIVENESS OF THES DISTRICT STAFF. APPENDED ARE COMMENTS AND RECOMMENDATIONS WRITTEN-IN BY PARENTS. (WR)

DESCRIPTORS

EDUCATIONAL PROBLEMS
PARENT REACTION
PROGRAM EVALUATION
SCHOOL COMMUNITY RELATIONSHIP
SCHOOL RESPONSIBILITY
PARENT ATTITUDES
PARENT SCHOOL RELATIONSHIP
SCHOOL ACTIVITIES
SCHOOL POLICY
SCHOOL SURVEYS

AVAILABILITY: INDUSTRIAL RELATIONS CENTER, UNIVERSITY OF CHICAGO, 1225 EAST 60TH STREET, CHICAGO, ILLINOIS 60637

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

M 12.50 RELATIONS WITH OTHER EDUCATION AGENCIES

REPORT NUMBER ED093244

TITLE NATIONAL PROFESSIONAL ACCREDITING AGENCIES: HOW THEY

SOURCE NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D.C. DIV. OF INSTRUCTION AND PROFESSIONAL DEVELOPMENT

NOTE 100 P.

PUB DATE 74

ABSTRACT

THIS DOCUMENT INCLUDES 21 PROFESSIONAL ACCREDITING AGENCIES AND PRESENTS AN OVERVIEW OF THE AGENCY; CONSTITUENCY OF THE ACCREDITING BODY; RESPONSIBILITY OF THE ACCREDITING BODY; PROCEDURES USED IN ACCREDITATION; AND POLICY STATEMENTS, GUIDELINES OR PRINCIPLES ADHERED TO BY THE ACCREDITING BODY. APPENDIXES INCLUDE THE ORGANIZATIONAL ELEMENTS OF RECOGNIZED ACCREDITING AGENCIES, COMPOSITION OF SITE VISIT TEAMS OF RECOGNIZED ACCREDITING AGENCIES, PROCEDURES FOLLOWED BY RECOGNIZED AGENCIES IN DEVELOPMENT OF STANDARDS AND MAJOR POLICIES, AND INSTITUTIONAL OPPORTUNITY FOR INPUT IN DECISIONMAKING ON ACCREDITED STATUS. ADDRESSES FOR EACH AGENCY ARE INCLUDED. (MJM)

DESCRIPTORS
ACADEMIC STANDARDS
AGENCIES
CERTIFICATION
ACCREDITATION (INSTITUTIONS)
AGENCY ROLE
HIGHER EDUCATION

AVAILABILITY: NEA PUBLICATIONS, ORDER DEPARTMENT, THE ACADEMIC BUILDING, SAW MILL ROAD, WEST HAVEN CONNECTICUT 06516 (STOCK NUMBER 381-12078, $3.00)

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS.

M 12.50 RELATIONS WITH OTHER EDUCATION AGENCIES

REPORT NUMBER ED052622

TITLE CENTER FOR COMPUTER SCIENCES AND TECHNOLOGY

SOURCE NATIONAL BUREAU OF STANDARDS (DOC), WASHINGTON, D.C.

NOTE 13 P.; REPRINT FROM NBS TECHNICAL HIGHLIGHTS FISCAL YEAR 1970

PUB DATE 71

ABSTRACT

FUNCPIONS OF THE CENTER FOR COMPUTER SCIENCES AND TECHNOLOGY (CCST), A NATIONAL CENTER FOR COMPUTER RESEARCH AND DEVELOPMENT FOR THE UNITED STATES GOVERNMENT, ARE DESCRIBED. CCST PROVIDES COMPUTER AND RELATED SERVICES TO THE NATIONAL BUREAU OF STANDARDS OF WHICH IT IS A PART AND TO OTHER GOVERNMENT AGENCIES ON A COST-REIMBURSABLE BASIS. THE OFFICE OF COMPUTER INFORMATION, WITHIN THE CCST, HAS DEVELOPED AN INFORMATION MANAGEMENT SYSTEM, CLASSIFIES COMPUTER INFORMATION BY CONCEPT, AND PROVIDES AN INFORMATION SERVICE ON CONPUTERS AND THEIR APPLICATIONS. THE CENTER HAS SET UP STANDARDS FOR FEDERAL INFORMATION PROCESSING AND PROVIDES CONSULTATION, TECHNICAL ASSISTANCE, AND ADVISORY SERVICES TO OTHER GOVERNMENT AGENCIES CONCERNING LABORATORY AUTOMATION, AUTOMATED ACCOUNTING, REMOTE COMPUTER GRAPHICS, AND SPECIALIZED INPUT/OUTPUT EQUIPMENT. RESEARCH AND DEVELOPMENT HAVE BEEN INITATED ON PERFORMANCE MEASUREMENT OF REMOTE ACCESS COMPUTER SYSTEMS, TELETYPEWRITER TERMINAL DESIGN, A FHARMACOLOGICAL INFORMATION SYSTEM, COMMUNICATIONS NETWORK PLANNING, A DATA DEFINITION LANGUAGE, AND INTERACTIVE PROGRAMING. (JK)

DESCRIPTORS

AGENCIES
AUTOMATION
COMPUTER OUTPUT MICROFILM
COMPUTER SCIENCE
FEDERAL GOVERNMENT
INFORMATION SERVICES
RESEARCH PROJECTS
AGENCY ROLE
COMPUTER BASED LABORATORIES
COMPUTERS
ELECTRONIC DATA PROCESSING
INFORMATION PROCESSING
RESEARCH AND DEVELOPMENT CENTERS
TECHNOLOGICAL ADVANCEMENT

IDENTIFIERS

CCST
CENTER FOR COMPUTER SCIENCES AND TECHNOLOGY
NATIONAL BUREAU OF STANDARDS

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE,
WASHINGTON, D.C. 20402 (431-997/276)

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

M 12.50 RELATIONS WITH OTHER EDUCATION AGENCIES

REPORT NUMBER ED120107

TITLE A GOVERNANCE ROLE FOR THE STATE AGENCY: CONSUMER ADVOCATE.

AUTHOR(S) PITTENGER, JOHN C.

NOTE 17 P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE ASSOCIATION OF TEACHER EDUCATORS (ST. LOUIS, MISSOURI, FEBRUARY 5, 1976)

PUB DATE 5 FEB 76

ABSTRACT

ALL GROUPS, FROM TEACHERS TO ADMINISTRATORS TO COLLEGES AND ALL OTHER GROUPS, TEND TO PROTECT THEIR OWN INTERESTS. STUDENTS, HOWEVER, CANNOT FORM POWERFUL GRUPS TO PROTECT THEIR OWN INTEREST, AND THEREFORE, THE STATE SHOULD HAVE A ROLE AS ADVOCATE FOR CHILDREN AS CONSUMERS OF EDUCATION. MOST STATES DELEGATE THE RESPONSIBILITY OF PROVIDING AN EDUCATION TO THE BOARD OF EDUCATION, WHICH MUST DECIDE WHAT OUTCOME WILL BE DESIRABLE FOR STUDENTS. SINCE THE BOARD MUST REMAIN SENSITIVE TO PUBLIC OPINION AND CRITICISM, IT IS APPROPRIATE FOR IT TO HAVE NA ULTIMATE VOICE IN TEACHER CERTIFICATION. SCHOOLS OF EDUCATION, ON THE OTHER HAND, SHOULD HAVE INPUT BUT NOT FINAL CONTROL BECAUSE THEIR PERSPECTIVE IS LIMITED. THEY TEND, FOR INSTANCE, TO OVERVALUE COUSE WORK AND UNDERVALUE REAL LIFE PERFORMANCE ABILITY. TEACHERS SHOULD NOT EXCLUSIVELY REGULATE THE PROFESSION EITHER; IF THEY HAVE THAT POWER THEY WILL NOT USE IT IN THE PUBLIC INTEREST ANY MORE THAN DOCTORS OR LAWYERS DO. A BOARD OF EDUCATION IS AT LEAST MINIMALLY ACCOUNTABLE BECAUSE THE HIGHEST OFFICER IS USUALLY ELECTED OR APPOINTED. STATE BOARDS SHOULD BE COMPOSED OF LAYMEN, NOT PROFESSIONAL EDUCATORS. IF A POLICY BOARD OF LAYMEN IS ESTABLISHED TO OVERSEE THE ADMINISTRATIVE AGENCY AND IF OPPORTUNITIES ARE PROVIDED FOR THE PUBLIC TO SCRUTINIZE THE BUREAUCRATIC PROCESS, WE WILL HAVE THE STRUCTURES NECESSARY TO INSURE STATE RESPONSIVENESS. (CD)

DESCRIPTORS

ADVISORY COMMITTEES
BOARDS OF EDUCATION
EDUCATIONAL ACCOUNTABILITY
LAYMEN
PUBLIC OFFICIALS
PUBLIC SCHOOL TEACHERS
STATE AGENCIES
BOARD OF EDUCATION ROLE
CHILD ADVOCACY
GOVERNANCE
PERFORMANCE BASED TEACHER EDUCATION
PUBLIC SCHOOL SYSTEMS
SCHOOLS OF EDUCATION
TEACHER CERTIFICATION

EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE

M 12.50 RELATIONS WITH OTHER EDUCATION AGENCIES

REPORT NUMBER ED033652

TITLE STATEWIDE COORDINATING AGENCIES AND STATE COMMISSIONS FOR FEDERAL PROGRAMS IN HIGHER EDUCATION. A DIRECTORY OF PROFESSIONAL PERSONNEL. 1969.

AUTHOR(S) WINANDY, DONALD H.; MARSH, ROBERT

SOURCE ASSOCIATION OF EXECUTIVE OFFICERS OF STATEWIDE COORDINATING BOARDS

NOTE 63 P.

PUB DATE SEP 69

ABSTRACT

THIS IS A COMPREHENSIVE, UP-DATED DIRECTORY OF PROFESSIONAL PERSONNEL OF STATE HIGHER EDUCATION GOVERNING OR COORDINATING AGENCIES AND STATE COMMISSIONS FOR THE ADMINISTRATION OF CERTAIN FEDERAL PROGRAMS RELATING TO HIGHER EDUCATION. THE DIRECTORY, COMPILED FROM QUESTIONNARIES, ORIGINATED FROM A NEED EXPRESSED BY MANY PERSONS IN THE FIELD FOR NAMES AND POSITIONS OF PERSONS PERFORMING FUNCTIONS SIMILAR TO THEIR OWN IN OTHER AGENCIES. THE FOLLOWING INFORMATION IS PROVIDED BY STATE: 1) TITLE OF AGENCY; 2) NAME, TITLE, AND ADDRESS OF CHIEF STAFF OFFICERS; AND 3) NAMES, TITLES, AND FUNCTIONS OF STAFF PERSONNEL. THE SAME INFORMATION IS GIVEN FOR SIMILAR GOVERNING AND COORDINATING GROUPS IN THE DISTRICT OF COLUMBIA, GUAM, PUERTO RICO, AND THE VIRGIN ISLANDS, AND FOR THE NEW ENGLAND BOARD OF HIGHER EDUCATION, SOUTHERN REGIONAL EDUCATION BOARD, AND WESTERN INTERSTATE COMMISSION ON HIGHER EDUCATION. NO ATTEMPT IS MADE TO CLASSIFY OR DESCRIBE THE COORDINATING ORGANIZATIONS AS TO CONTROL AND FUNCTION WITH RELATION TO INSTITUTIONS OF HIGHER EDUCATION, EXCEPT WHERE A BRIEF NOTE OF EXPLANATION WAS MADE BY A RESPONDENT. COPIES ARE AVAILABLE FROM THE STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA, 914 CAPITORL STREET, RICHMOND, VIRGINIA 23219. (DS)

DESCRIPTORS

ADMINISTRATION
COORDINATORS
FEDERAL PROGRAMS
HIGHER EDUCATION
PROFESSIONAL PERSONNEL
RESEARCHERS
STATE BOARDS OF EDUCATION
STATE FEDERAL AID
BOARDS OF EDUCATION
DIRECTORIES
GOVERNING BOARDS
PERSONNEL
PROGRAM ADMINISTRATION
STATE AGENCIES
STATE DEPARTMENTS OF EDUCATION

EDRS PRICE MF-$0.75 HC-$3.15 PLUS POSTAGE

M 12.50 RELATIONS WITH OTHER EDUCATION AGENCIES

REPORT NUMBER ED033608

TITLE THE USE AND MANAGEMENT OF THE ELECTROMAGNETIC SPECTRUM, PART I. PRESIDENT'S TASK FORCE ON COMMUNICATIONS POLICY. STAFF PAPER SEVEN, PART I.

AUTHOR(S) ROSTOW, EUGENE V.

SOURCE PRESIDENT'S TASK FOURCE ON COMMUNICATIONS POLICY, WASHINGTON, D.C.

NOTE 364 P.

PUB DATE JUN 69

ABSTRACT

A STAFF PAPER TO THE PRESIDENT'S TASK FORCE ON COMMUNICATIONS POLICY ANALYSES THE USE OF THE ELECTROMAGNETIC SPECTRUM FOR COMMUNICATIONS AND SUGGESTS IMPROVEMENTS. THE EVOLUTION OF SPECTRUM USE AND ITS PRESENT FEDERAL MANAGEMENT ARE DESCRIBED TOGETHER WITH THE PROBLEM OF ACHIEVING EFFICIENT USE IN THE AREAS OF ELECTROMAGNETIC CONGESTION. CRITICISM CENTERS ON THE 'BLOCK' ALLOCATION PLAN, IN WHICH THE SPECTRUM IS BROKEN INTO SECTIONS EACH FOR THE EXCLUSIVE USE OF A CLASS OF USERS, RATHER THAN ACCORDING TO THE PARTICULAR NEEDS OF A GEOGRAPHICAL AREA. LACK OF ENGINEERING OF INDIVIDUAL SPECTRUM USES CREATES FURTHER WASTE. ALTHOUGH A FREE MARKET SYSTEM OF ALLOCATION IS REJECTED, GREATER INCENTIVES TOWARDS ECONOMY IN BANK USE IS ADVOCATED. SPECTRUM ENGINEERING WOULD ALLOW INDIVIDUAL OPERATORS TO USE THE POWER, BANWIDTH, MODULATION AND BEAM LOCALIZATION NECESSARY TO REDUCE SPECTRUM WASTE. CRISIS AREAS INCLUDE LAND-MOBILE SERVICE, VHF AND LOWER UHF, AND TELEVISION FREQUENCIES. (BB)

DESCRIPTORS

ADMINISTRATION
AGENCIES
BROADCAST INDUSTRY
GOVERNMENT ROLE
POLICY FORMATION
TELEVISION
ADMINISTRATIVE AGENCIES
AGENCY ROLE
COMMUNICATIONS
NAVIGATION
RADIO

IDENTIFIERS

FCC
FEDERAL COMMUNICATIONS COMMISSION

AVAILABILITY: CLEARINGHOUSE FOR FEDERAL SCEINTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VA. 22151 (PB-184-421, MF $.65, HC $3.00)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

M 12.50 RELATIONS WITH OTHER EDUCATION AGENCIES

REPORT NUMBER ED022101

TITLE SERVICE AGENCIES IN HUMAN RESOURCE DEVELOPMENT.

AUTHOR(S) FLOWERS, W. L.

NOTE 25 P.; PAPER PRESENTED AT THE ANNUAL CONFERENCE OF THE NORTH CAROLINA ADULT EDUCATION ASSOCIATION, DURHAM, N. C., NOVEMBER 28-30, 1967.

PUB DATE 67

ABSTRACT

NORTH CAROLINA SERVICE AGENCIES MUST UNDERSTAND THE ECONOMIC GOALS AND PRINCIPLES OF THE SOCIETY THEY SERVE (ESPECIALLY THE COMPONENTS OF PRODUCTIVITY AND EFFECTIVE MANPOWER POLICY) AND THE CONTRIBUTION THE AGENCY CAN MAKE TO ATTAINING THESE GOALS. MORE CAREFUL PLANNING AND COORDINATION OF HUMAN RESOURCE DEVELOPMENT PROGRAMS AND SERVICES IS REQUIRED. THE RISE OF NEW AGENCIES MAY THREATEN OR STIMULATE EXISTING AGENCIES, BUT NO NEW STRUCTURE CAN BE CREATED AT ONCE TO ABOLISH THE OLD AND INSTALL THE NEW. STRONG STATE LEVEL COORDINATION BY AND AMOND AGENCIES IS A NECESSITY, AND AGENCY PROFESSIONALS OUGHT TO ENCOURAGE THE STRENGTHENING OF STATE GOVERNMENT FOR THIS REASON. SOME AGENCY DUPLICATION IS WASTEFUL, BUT THESE IS A PLACE FOR COMPETITIVE, CREATIVE OVERLAP AMONG AND WITHIN AGENCIES. THE FUTURE OF NORTH CAROLINA AND THE NATION DEPENDS ON THE EFFECIENCY WITH WHICH AGENCIES DEVELOP HUMAN RESOURCES. (THE DOCUMENT INCLUDES 11 REFERENCES.) (AUTHOR/LY)

DESCRIPTORS
AGENCIES
GOVERNMENT ROLE
MANPOWER DEVELOPMENT
AGENCY ROLE
HUMAN RESOURCES
RESPONSIBILITY

IDENTIFIERS
NORTH CAROLINA

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE.

M 12.50 RELATIONS WITH OTHER EDUCATION AGENCIES

REPORT NUMBER ED112725

TITLE FEDERAL POLICY ISSUES AND DATA NEEDS IN POSTSECONDARY EDUCATION. FINAL REPORT TO THE NATIONAL CENTER FOR EDUCATION STATISTICS.

AUTHOR(S) CHRISTOFFEL, PAMELA; RICE, LOIS

SOURCE COLLEGE ENTRANCE EXAMINATION BOARD, WASHINGTON, D.C., NATIONAL CENTER FOR EDUCATION STATISTICS (DHEW), WASHINGTON, D.C.

NOTE 107 P.

PUB DATE 75

ABSTRACT

MAJOR POLICY ISSUES ARE DELINEATED AND SPECIFIC CATEGORIES OF POSTSECONDARY EDUCATION DATA IDENTIFIED THAT ARE NEEDED AT THE FEDERAL LEVEL TO ADDRESS THESE ISSUES. THIS REPORT CONSTITUTES A SIGNIFICANT PHASE IN THE COMMON CORE OF DATA (CCD) PROGRAM WHICH IS A MAJOR NEW CONCEPT OF THE NATIONAL CENTER FOR EDUCATION STATISTICS. CCD PROVIDES AN INTEGRATED AND INTERLOCKING SYSTEM OF EDUCATIONAL STATISTICS TO MEET FEDERAL, STATE, LOCAL, ANDINSTITUTIONAL NEEDS FOR PLANNING AND MANAGEMENT. FEDERAL POLICY ISSUES INCLUDE PROVIDING EQUAL EDUCATIONAL OPPORTUNITIES, MEETING MANPOWER NEEDS, PROMOTING RECURRENT EDUCATION, STIMULATING EDUCATIONAL DIVERSITY, AND ENCOURAGING RESEARCH IN THE NATIONAL INTEREST. THE DATA NEEDS REFLECT THE BROAD DISPERSAL OF FEDERAL PROGRAMS SUPPORTING POSTSECONDARY EDUCATION AND THE IMPORTANT POLICY ISSUES UNDERLYING THEM. THE IDENTIFIED DATA NEEDS CALL FOR VARIED COLLECTION METHODOLOGIES, INCLUDING SURVEYS, SAMPLES, AND CASE STUDIES. NCES IS SUGGESTED TO PROVIDE A DATA COORDINATION ROLE AS A NATIONAL CENTER WITH EXPANDED OPERATIONS AND INFLUENCE, AS WELL AS COORDINATION WITH STATES AND THE POSTSECONDARY EDUCATION COMMUNITY OF ASSOCIATIONS, INSTITUTIONS, AND INDIVIDUAL RESEARCHERS. (LBH)

DESCRIPTORS
CASE STUDIES (EDUCATION)
DATA COLLECTION
EDUCATIONAL PLANNING
EDUCATIONAL RESEARCH
FEDERAL STATE RELATIONSHIP
POST SECONDARY EDUCATION
STATISTICAL SURVEYS
DATA ANALYSIS
EDUCATIONAL EQUALITY
EDUCATIONAL POLICY
FEDERAL AID
HIGHER EDUCATION
SCHOOL POLICY

IDENTIFIERS
COMMON CORE OF DATA PROGRAM

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 ($1.85)

EDRS PRICE MF-$0.76 HC-$5.70 PLUS POSTAGE

M 12.50 RELATIONS WITH OTHER EDUCATION AGENCIES; also H 8.0

REPORT NUMBER EJ083638

TITLE AN INSIDER'S VIEW OF THE TEACHERS' UNION AND WOMEN'S RIGHTS

AUTHOR(S) STERN, MARJORIE

PUB DATE JUN-JUL 73

ABSTRACT

THE AUTHOR IS CHAIRMAN OF THE WOMEN'S RIGHTS COMMITTEE OF THE AMERICAN FEDERATION OF TEACHERS: SHE WAS INVITED TO WRITE THIS ARTICLE IN RESPONSE TO " WOMEN TEACHERS AND TEACHER POWER," IN THE "URBAN REVIEW," VOL. 6, NO. 3. (AUTHOR/JM)

DESCRIPTORS

FEMINISM
TEACHER MILITANCY
TEACHER ASSOCIATIONS
NATIONAL ORGANIZATIONS
COLLECTIVE NEGOTIATION
WOMEN TEACHERS
POLICY FORMATION
ADMINISTRATIVE ORGANIZATION
BOARDS OF EDUCATION

IDENTIFIERS

AMERICAN FEDERATION OF TEACHERS

CITATION URBAN REVIEW; 6; 5-6; 46-49

MC 12.501 PRIVATE SCHOOL RELATIONS

REPORT NUMBER ED015978

TITLE NONPUBLIC SCHOOLS AND EQUAL EDUCATIONAL OPPORTUNITY.

AUTHOR(S) DONOHUE, JAMES C.

NOTE 9 P.

PUB DATE NOV 67

ABSTRACT

DESPITE THE BELIEF OF SOME EDUCATORS, PAROCHIAL SCHOOLS DO NOT CONTRIBUTE TO THE CONTINUING SEGREGATION OF PUBLIC SCHOOLS IN LARGE CITIES. DATA GATHERED BY A CATHOLIC SOURCE SHOW THAT CATHOLIC SCHOOLS IN RACIALLY CHANGING NEIGHBORHOODS 'HOLD' THEIR WHITE STUDENTS AND IN FACT ARE BETTER INTEGRATED THAN ADJACENT PUBLIC SCHOOLS. MANY NEGROES AND PUERTO RICANS SEND THEIR CHILDREN TO PAROCHIAL SCHOOLS FOR WHAT THEY THINK IS A BETTER EDUCATION, AND MANY WHITE STUDENTS TRAVEL INTO GHETTO AREAS TO ENROLL IN CATHOLIC SCHOOLS. BUT FOR THE NONPUBLIC SCHOOLS TO PLAY A MORE DIRECT ROLE IN HELPING TO SOLVE URBAN EDUCATIONAL PROBLEMS, THEY MUST DROP 'CHAUVINISTIC'GOALS AND CONCENTRATE ON EDUCATIONAL IMPROVEMENT THROUGHOUT THE COMMUNITY, AND PUBLIC SCHOOLS MUST CONSIDER PRIVATE SCHOOLS AS COOPERATIVE PARTNERS. PROPOSALS FOR SUCH COOPERATION HAVE BEEN IN THE FORM OF OFFERS OF CATHOLIC SCHOOL CLASSROOMS AND STAFF TO RELIEVE OVERCROWDING IN PUBLIC SCHOOLS AND TO PROVIDE SPECIAL PROGRAMS 'WITHOUT PROSELYTIZING,' COOPERATION IN EDUCATIONAL PARKS, AND SUGGESTIONS FOR THE EXTENSION AND BROADENING OF FEDERALLY FUNDED PRESCHOOL PROGRAMS. HOWEVER TO BRING ABOUT MORE EDUCATIONAL OPPORTUNITY, LOCAL GOVERNMENT UNITS MIGHT MAKE PRIVATE CONTRACTS WITH PARENTS TO PAY FOR EDUCATION OF THEIR CHILDREN AT ACCREDITED SCHOOLS OF THEIR OWN CHOICE. IN THIS WAY THE CHILDREN'S ACHIEVEMENT WOULD INCREASE BECAUSE THE PROFIT FOR THE CONTRACTOR WOULD BE "WHOLLY CONTINGENT UPON RESULTS". THIS PAPER WAS PREPARED FOR THE NATIONAL CONFERENCE ON EQUAL EDUCATIONAL OPPORTUNITY IN AMERICA'S CITIES, SPONSORED BY THE U.S. COMMISSION ON CIVIL RIGHTS, WASHINGTON, D.C. NOVEMBER 16-18, 1967. (NH)

DESCRIPTORS

BIRACIAL SCHOOLS
CATHOLIC SCHOOLS
COOPERATIVE PROGRAMS
DISADVANTAGED YOUTH
EDUCATIONAL FINANCE
EDUCATIONAL OPPORTUNITIES
PRIVATE SCHOOLS
PUBLIC SCHOOLS
SCHOOL INTEGRATION
URBAN EDUCATION

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

MC 12.501 RELATIONS WITH OTHER EDUCATION AGENCIES

REPORT NUMBER ED051580

TITLE INDEPENDENT SCHOOL ADMINISTRATION.

AUTHOR(S) SPRINGER, E. LAURENCE

NOTE 158 P.

PUB DATE 67

ABSTRACT

THIS BOOK DEALS WITH THE MANAGEMENT OF PRIVATELY SUPPORTED SCHOOLS AND OFFERS GUIDELINES ON HOW THESE SCHOOLS MIGHT BE OPERATED MORE EFFECTIVELY AND ECONOMICALLY. THE DISCUSSIONS AND CONCLUSIONS ARE BASED ON OBSERVATIONS AND DATA FROM CASE STUDIES OF INDEPENDENT SCHOOL OPERATIONS. THE SUBJECTS DISCUSSED INCLUDE THE ROLE AND ORGANIZATION OF GOVERNING BOARDS, THEIR RELATIONSHIPS TO THE ADMINISTRATIVE HEAD OF THE SCHOOL, THE ADMINISTRATIVE STRUCTURE AND ARRANGEMENTS FOR INTERNAL MANAGEMENT, FINANCIAL PLANNING AND CONTROLS OVER EXPENDITURES, AND SOUND BUSINESS PRACTICES. ALSO DISCUSSED ARE (1) THE ROLE OF THE FACULTY, (2) THE RELATIONSHIPS WITH THE ALUMNI AND THE PUBLIC, AND (4) THE PROBLEMS OF FUND RAISING. APPENDIXES INCLUDE SAMPLE MAINTENANCE FORMS AND AN EXCERPT OF PROFESSIONAL STANDARDS COVERING RELATIONSHIPS BETWEEN SCHOOL HEADS AND BOARDS OF TRUSTEES. (AUTHOR/JF)

DESCRIPTORS

ADMINISTRATION
BOARDS OF EDUCATION
DATA PROCESSING
GOVERNANCE
MANAGEMENT
PRIVATE FINANCIAL SUPPORT
PUBLIC RELATIONS
SCHOLARSHIP FUNDS
TEACHER SALARIES
ALUMNI
BUDGETING
FINANCIAL POLICY
HEALTH SERVICES
PRINCIPALS
PRIVATE SCHOOLS
PURCHASING
SCHOOL MAINTENANCE
SCHOOL MAINTENANCE

AVAILABILITY: HARPER & ROW, PUBLISHERS, INC., 49 EAST 33RD STREET, NEW YORK, N.Y. 10016 ($4.95)

EDRS PRICE DOCUMENT NOT AVAILABLE FROM EDRS.

MC 12.501 RELATIONS WITH OTHER EDUCATION AGENCIES

REPORT NUMBER ED108274

TITLE HANDBOOK FOR PRIVATE SCHOOL ADMINISTRATORS FOR EFFECTIVE PARTICIPATION IN FEDERAL EDUCATION PROGRAMS ADMINISTERED BY THE U.S. OFFICE OF EDUCATION.

SOURCE COUNCIL FOR AMERICAN PRIVATE EDUCATION, WASHINGTON, D.C.

NOTE 52 P.

PUB DATE NOV 74

ABSTRACT

THIS HANDBOOK IS DESIGNED FOR HEADS OF PRIVATE (NONPUBLIC) ELEMENTARY AND SECONDARY SCHOOLS. AS USED HERE, THE TERM PRIVATE SCHOOL MEANS AN ELEMENTARY OR SECONDARY SCHOOL, NOT UNDER THE JURISDICTION OF A PUBLIC SCHOOL BOARD, THAT COMPLIES WITH RACE AND SEX DISCRIMINATION REGULATIONS OF THE FEDERAL GOVERNMENT. THIS INCLUDES SCHOOLS OPERATED BY RELIGIOUS GROUPS, INDEPENDENT SCHOOLS, AND COMMUNITY OR 'FREE' SCHOOLS. CONCENTRATING ON PROGRAMS ADMINISTERED BY THE U.S. OFFICE OF EDUCATION (USOE), THE HANDBOOK IS DESIGNED TO SHOW THE NUMEROUS, WIDE-RANGING SERVICES OPEN FOR PUPILS AND TEACHERS IN PRIVATE SCHOOLS, WITH EMPHASIS ON CONGRESSIONAL MANDATES FOR THEIR PARTICIPATION THAT WERE WRITTEN IN THE EDUCATION AMENDMENTS OF 1974. IT PROVIDES A BRIEF SURVEY OF THE LEGAL AND JUDICIAL BACKGROUND FOR PROVIDING PUBLIC FUNDS FOR SERVICES FOR CHILDREN ENROLLED IN PRIVATE SCHOOLS. IT DEFINES THE OPPORTUNITIES FOR AND RESPONSIBILITIES OF PRIVATE SCHOOL ADMINISTRATORS AND EXPLORES THE RELATIONSHIPS THAT MUST BE ESTABLISHED AND MAINTAINED BETWEEN THE PRIVATE SCHOOL HEAD AND THE PUBLIC EDUCATIONAL SECTOR IF THERE IS TO BE EFFECTIVE PARTICIPATION IN FEDERAL EDUCATION PROGRAMS. THE HANDBOOK ALSO INDICATES PROGRAMS ADMINISTERED BY FEDERAL AGENCIES OTHER THAN USOE AND STATE PROGRAMS. (AUTHOR)

DESCRIPTORS
BOARDS OF EDUCATION
FEDERAL AID
FEDERAL PROGRAMS
PAROCHIAL SCHOOLS
SCHOOL ADMINISTRATION
STATE DEPARTMENTS OF EDUCATION
ELEMENTARY SECONDARY EDUCATION
FEDERAL LEGISLATION
NONPUBLIC SCHOOL AID
PRIVATE SCHOOLS
SCHOOL LAW
STATE LEGISLATION

IDENTIFIERS
ELEMENTARY SECONDARY EDUCATION ACT
ESEA

EDRS PRICE MF-$0.76 HC-$3.32 PLUS POSTAGE

MD 12.502 INTERDISTRICT RELATIONS

REPORT NUMBER ED043131

TITLE ATTITUDES OF SCHOOL BOARD MEMBERS TOWARD INTER-SCHOOL DISTRICT COOPERATION.

AUTHOR(S) FAIN, ROBERT P.

SOURCE MISSOURI UNIV., KANSAS CITY

NOTE 251 P.; A DISSERTATION

PUB DATE 70

ABSTRACT

THE PURPOSES OF THIS STUDY WERE TO DETERMINE THE ATTITUDES OF SELECTED PUBLIC SCHOOL DISTRICT BOARD MEMBERS TOWARD INTER-SCHOOL-DISTRICT COOPERATION AND THE EXTENT TO WHICH SELECTED VARIABLES WERE RELATED TO BOARD MEMBER ATTITUDES. DATA FROM QUESTIONNAIRES THAT SOUGHT DEMOGRAPHIC DATA, LOCAL-COSMOPOLITAN ORIENTATION, AND OTHER INFORMATION RELEVANT TO THE STUDY, WERE COLLECTED FROM DISTRICTS IN THE METROPOLITAN AREAS OF KANSAS CITY, MISSOURI, AND CINCINNATI, OHIO. THE MAIN HYPOTHESIS, THAT SCHOOL BOARD MEMBERS ARE MORE FAVORABLE TOWARD INTER-SCHOOL-DISTRICT COOPERATION ON FUNCTIONS WITH ECONOMIC IMPLICATIONS THAN THEY ARE ON FUNCTIONS WITH SOCIAL IMPLICATIONS, WAS CONFIRMED. IN METROPOLITAN KANSAS CITY, BOARD MEMBERS WITH COSMOPOLITAN ORIENTATIONS WERE FOUND TO BE MORE FAVORABLE TOWARD INTER-SCHOOL-DISTRICT COOPERATION THAN THOSE MEMBERS WITH LOCAL ORIENTATION. FURTHERMORE, IT WAS FOUND THAT THE SOCIAL IMPLICATION OF CERTAIN FUNCTIONS EMERGED MORE STRONGLY WHEN LOCALS WERE CONSIDERED THAN WHEN COSMOPOLITANS WERE CONSIDERED. (AUTHOR)

DESCRIPTORS

ADMINISTRATIVE ORGANIZATION
COOPERATIVE PROGRAMS
EDUCATIONAL COORDINATION
INTERAGENCY COOPERATION
REGIONAL COOPERATION
URBAN EDUCATION
BOARD OF EDUCATION POLICY
EDUCATIONAL ATTITUDES
EDUCATIONAL ECONOMICS
INTERDISTRICT POLICIES
SOCIAL FACTORS
URBAN SCHOOLS

EDRS PRICE MF-$0.75 HC-$12.60 PLUS POSTAGE

MD 12.502 INTERDISTRICT RELATIONS

REPORT NUMBER ED023741

TITLE A COOPERATIVE PLAN FOR THE INVENTION, DEMONSTRATION, AND EVALUATION OF INNOVATIVE PRACTICES AMONG URBAN, SUBURBAN AND RURAL SCHOOLS.

SOURCE GENESEE VALLEY SCHOOL DEVELOPMENT ASSOCIATION, ROCHESTER,

NOTE 109 P.

PUB DATE 15 JAN 67

ABSTRACT

A PROPOSAL FOR ESEA, TITLE III, FUNDING DESCRIBES A PLAN FOR A REGIONAL COOPERATIVE EDUCATIONAL EFFORT INVOLVING NINE NEW YORK STATE COUNTIES. THE PURPOSES OF THE PROJECT ARE IMPROVEMENT OF INFORMATION ON EDUCATIONAL INNOVATIONS WITHIN THE REGION. ON IMPORTANT FEATURE OF THE PROJECT WOULD BE THE DEVELOPMENT OF INVENTION AND DEMONSTRATION UNITS OF 16 URBAN, SUBURBAN, AND RURAL SCHOOLS. THESE UNITS, PLACED THROUGHOUT THE REGION, WOULD BE CONCERNED WITH THE PARTICULAR INSTRUCTIONAL STRATEGIES OF INTERCULTURAL UNDERSTANDING, PUPIL TEAM LEARNING, TEAM TEACHING, AND INDEPENDENT STUDY. THE APPLICATION CONTAINS A DESCRIPTION OF THE AREA AND A STATEMENT ON ITS NEEDS, AND THE OBJECTIVES, PROCEDURES, AND EMPHASIS OF THE PROGRAM. DETAILS ON PLANNING FOR THIS THREE-YEAR PROJECT ARE INCLUDED AND THE EVALUATION AND DISSEMINATION METHODS ARE DESCRIBED. PERSONNEL NEEDS, FACILITIES, SUBCONTRACTING ARRANGEMENTS, AND A PROPOSED BUDGET ARE NOTED. (NH)

DESCRIPTORS
EDUCATIONAL IMPROVEMENT
EDUCATIONAL QUALITY
EUDCATIONAL STRATEGIES
GEOGRAPHIC REGIONS
INFORMATION DISSEMINATION
INTERDISTRICT POLICIES
PROGRAM BUDGETING
PROGRAM DESIGN
PROJECT APPLICATIONS
RURAL SCHOOLS
SUBURBAN SCHOOLS
URBAN SCHOOLS

IDENTIFIERS
GENESEE VALLEY SCHOOL DEVELOPMENT A
NEW YORK

EDRS PRICE MF-$0.75 HC-$5.40 PLUS POSTAGE

MD 12.502 INTERDISTRICT RELATIONS

REPORT NUMBER ED023746

TITLE A COOPERATIVE PROGRAM BETWEEN A CITY SCHOOL DISTRICT AND A SUBURBAN SCHOOL DISTRICT. INTERIM REPORT

SOURCE ROCHESTER CITY SCHOOL DISTRICT, N.Y.

NOTE 25 P.

PUB DATE 25 JUL 67

ABSTRACT

AN URBAN-SUBURBAN INTERDISTRICT PROGRAM IS DESCRIBED IN WHICH EFFORTS WERE MADE TO CORRECT RACIAL IMBALANCE IN BOTH DISTRICTS. IN 1965 FREE TRANSPORTATION WAS PROVIDED FOR 25 FIRST GRADE CHILDREN WHO WERE SENT VOLUNTARILY FROM A ROCHESTER, N.Y. PUBLIC SCHOOL TO SIX SCHOOLS IN THE WEST IRONDEQUOIT DISTRICT. THIS LONGITUDINAL METROPOLITAN APPROACH WAS CONTINUED THE FOLLOWING YEAR WITH ANOTHER 25 FIRST GRADE PUPILS AND WILL INCLUDE MORE CHILDREN AND GRADE LEVELS IN ENSUING YEARS. STUDENTS TRANSFERRED TO THE SUBURBAN CLASSES (THE EXPERIMENTAL, OR E-GROUP) WERE COMPARED WITH A CONTROL GROUP WHICH REMAINED IN THE CITY AND DATA WERE COLLECTED ON ACADEMIC ACHIEVEMENT, ATTENDANCE RECORDS, PROMOTION RATES, SOCIAL GROWTH, AND WORK HABITS. TEST DATA SHOW THAT THE ACHIEVEMENT OF THE TRANSFERRED PUPILS IS AT LEASE EQUAL TO, IF NOT HIGHER, THAN WOULD BE EXPECTED IF THEY HAD REMAINED IN THE CITY SCHOOL. PROMOTION RATES FOR THE E-GROUP CHILDREN WERE HIGH. MOST E-GROUP PUPILS ADJUSTED WELL AND WERE RECEIVED BY THEIR SUBURBAN CLASSMATES, AS SHOWN BY SOCIOMETRIC DATA. STAFF REPORTS ARE POSITIVE, ESPECIALLY AMONG TEACHERS HAVING DIRECT CONTACT WITH THE INTEGRATED CLASSROOMS. (NH)

DESCRIPTORS

ACADEMIC ACHIEVEMENT
ATTENDANCE
CONTROL GROUPS
EXPERIMENTAL GROUPS
FREE CHOICE TRANSFER PROGRAMS
GRADE 1
GRADE 2
INTERDISTRICT POLICIES
PROGRAM EVALUATION
RACIAL BALANCE
SCHOOL INTEGRATION
SOCIAL ADJUSTMENT
SOCIOMETRIC TECHNIQUES
STANDARDIZED TESTS
STUDENT PROMOTION
STUDY HABITS
SUBURBAN SCHOOLS
TEACHER ATTITUDES
TEST RESULTS
TRANSFER STUDENTS
URBAN SCHOOLS

IDENTIFIERS

NEW YORK
ROCHESTER
WEST IRONDEQUOIT CENTRAL SCHOOL DISTRICT

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

MD 12.502 INTERDISTRICT RELATIONS

REPORT NUMBER ED050489

TITLE THE FEASIBILITY OF EXTENDING THE EDUCATIONAL EXPERIENCES OF SECONDARY SCHOOL STUDENTS IN HASLETT, OKEMOS, AND EAST LANSING, MICHIGAN.

AUTHOR(S) ANDERSON, DEWAYNE; AND OTHERS

SOURCE EXTENDED SCHOOL YEAR COMMITTEE OF THE SCHOOL DISTRICTS OF EAST LANSING, OKEMOS, AND HASLETT, MICHIGAN.

NOTE 322 P.

PUB DATE 15 AUG 69

ABSTRACT

THREE SCHOOL DISTRICTS EXAMINE COOPERATIVELY THE IMPLICATIONS OF EXTENDING THE ACADEMIC CALENDAR INTO THE SUMMER MONTHS AND A TENTATIVE FUTURE CURRUCULUM. THE STUDY RECOMMENDS: (1)A SCHOOL YEAR COMPOSED OF FIVE 9-WEEK TERMS, (2) THE INTRODUCTION OF TRAVEL- AND WORK-STUDY EXPERIENCES INTO THE CREDIT STRUCTURE OF EXISTING CURRICULA, (3) THE ADDITION OF A FIFTH (SUMMER) TERM TO PERMIT ADDITIONAL STUDENT ATTENDANCE OPTIONS, AND (4) INCREASED INTERDISTRICT COOPERATION IN THE AREAS OF PLANNING, FACILITIES UTILIZATION, TRANSPORTATION SHARING, AND STUDENT INTERDISTRICT ATTENDANCE. (FLOOR PLANS ON PAGES 151-153 AND MAP ON PAGE 159 MAY REPRODUCE POORLY.) (AUTHOR/MLF)

DESCRIPTORS
ADMINISTRATIVE PERSONNEL
BOARDS OF EDUCATION
EDUCATIONAL EXPERIENCE
EDUCATIONAL FINANCE
EXTENDED SCHOOL YEAR
INTERDISTRICT POLICIES
SCHOOL COMMUNITY RELATIONSHIP
SECONDARY SCHOOL STUDENTS
SUMMER SCHOOLS
ATTENDANCE PATTERNS
CURRICULUM DEVELOPMENT
EDUCATIONAL FACILITIES
EDUCATIONAL RESOURCES
FEASIBILITY STUDIES
RELEVANCE (EDUCATION)
SECONDARY SCHOOL COUNSELORS
SECONDARY SCHOOL TEACHERS
WORK STUDY PROGRAMS

IDENTIFIERS
MICHIGAN

EDRS PRICE MF-$0.75 HC-$15.00 PLUS POSTAGE

MD 12.502 INTERDISTRICT RELATIONS

REPORT NUMBER ED049637

TITLE SCHOOLS AND CABLE TELEVISION.

SOURCE NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D.C. EDUCATIONAL TECHNOLOGY DIV.

NOTE 66 P.

PUB DATE 71

ABSTRACT

THE PAPERS GATHERED HERE ARE DESIGNED TO PROVIDE A FOUNDATION OF BACKGROUND INFORMATION FOR THOSE CHARGED WITH THE RESPONSIBILITY OF FORMULATING SCHOOL DISTRICT GOALS REGARDING CABLE TELEVISION (CATV) AND OF OBTAINING THE NECESSARY COOPERATION FROM THE LOCAL CATV FRANCHISE OPERATORS TO REACH THESE GOALS. THE POSITION OF THE NATIONAL EDUCATION ASSOCIATION, WHICH SEEKS TO HAVE 20 PERCENT OF ALL CATV CHANNELS RESERVED FOR EDUCATIONAL PURPOSES, IS PRESENTED. CABLE TELEVISION IS DESCRIBED BOTH FROM A HISTORICAL AND TECHNICAL VIEWPOINT. SUGGESTIONS FOR OBTAINING CATV CHANNELS FOR SCHOOL USE INCLUDE IDEAS FOR WORKING BOTH WITH CITY GOVERNMENTS AND WITH FRANCHISE OPERATORS. THE COST OF VARIOUS CATV SERVICES IS ESTIMATED, AND THE FUTURE OF CABLE COMMUNICATIONS IS PROJECTED, EMPHASIZING THE POTENTIAL OF ITS UNIQUE TECHNICAL FEATURES FOR SOLVING EDUCATIONAL PROBLEMS. A CASE STUDY DESCRIBES THE EFFORTS OF A NEW YORK COMMUNITY GROUP TO OBTAIN EDUCATIONAL PROVISOS IN A CATV FRANCHISE. A LIST OF REQUIREMENTS FORMULATED THE NECESSARY FRANCHISE STIPULATIONS WHICH WILL PROTECT THE INTEREST OF PUBLIC EDUCATION. SAMPLE CONTRACTS, A GLOSSARY, AND A BIBLIOGRAPHY ARE INCLUDED AS SUPPLEMENTARY INFORMATION. (JY)

DESCRIPTORS

BROADCAST INDUSTRY
COMMUNITY ANTENNAS
COMMUNITY SUPPORT
EDUCATIONAL TELEVISION
INTERAGENCY COOPERATION
MEDIA TECHNOLOGY
PUBLIC POLICY
REGIONAL PLANNING
SCHOOL POLICY
CABLE TELEVISION
COMMUNITY PLANNING
EDUCATIONAL PLANNING
ESTIMATED COSTS
INTERDISTRICT POLICIES
POLICY FORMATION
PUBLIC TELEVISION
SCHOOL COMMUNITY COOPERATION
TELECOMMUNICATION

AVAILABILITY: NEA, PUBLICATIONS-SALES SECTION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036 (ORDER NO. 381-11968, $2.25)

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE

MD 12.502 INTERDISTRICT RELATIONS

REPORT NUMBER ED011187

TITLE FACTORS IN FUTURE DISTRICT ORGANIZATION.

SOURCE CITRUS JUNIOR COLL., AZUSA, CALIF.; MELBO ASSOCIATES, INC., LOS ANGELES, CALIF.

NOTE 61 P.

PUB DATE MAY 65

ABSTRACT

CALIFORNIA HAS ACCEPTED THE CONCEPT THAT ALL SCHOOL DISTRICTS ARE TO BE INCLUDED IN JUNIOR COLLEGE DISTRICTS. THIS STUDY DETERMINED WHAT EFFECT ANY CHANGE IN THE TERRITORY NOW INCLUDED IN THE CITRUS JUNIOR COLLEGE DISTRICT WOULD HAVE UPON THE SCHOOL'S ENROLLMENTS, BUILDING PROGRAM, AND DINANCIAL STRUCTURE. TOTAL ENROLLMENT IN THE COLLEGE, 1963-64, WAS 4,592. INCREASES IN ENROLLMENT ARE ANTIVIPATED IN APPROXIMATELY 500-STUDENT ANNUAL INCREMENTS. BIRTH RATE AND EXPANSION OF THE CITRUS COLLEGE PROGRAM APPEAR TO ACCOUNT FOR THE RISE. THE DATA PRESENTED INDICATE THAT BOTH THE DUARTE AND MONROVIA UNIFIED SCHOOL DISTRICTS WOULD BEST BE SERVED BY BEOCMING A PART OF THE CITRUS JUNIOR COLLEGE DISTRICT. APPROXIMATELY HALF OF THE JUNIOR COLLEGE STUDNETS OF THESE TWO DISTRICTS ARE ALREADY ATTENDING CITRUS COLLEGE. AS A CONDITION OF ANNEXATION, THE BONDED INDEBTEDNESS OF THE CITRUS COLLEGE DISTRICT SHOULD BE ASSUMED BY EACH OF THE ANNEXING TERRITORIES. IN ADDITION, CITRUS DISTRICT IS DECREASING IN RELATIVE WELATH PER ADA AND HAS AN INCREASING RELIANCE ON STATE AID. INCLUDED IN THIS STUDY ARE FREQUENCY TABLES SHOWING ADA, ENROLLMENT PROJECTIONS, FINANCIAL COMPILATIONS, AND TUITION COSTS. (HS)

DESCRIPTORS
EDUCATIONAL FACILITIES
ENROLLMENT PROJECTIONS
INTERDISTRICT POLICIES
SCHOOL REDISTRICTING
EDUCATIONAL FINANCE
FINANCIAL SUPPORT
JUNIOR COLLEGES
STATE AID

IDENTIFIERS
AZUSA

EDRS PRICE MF-$0.75 HC-$3.15 PLUS POSTAGE

MDB 12.503 INTERSCHOLASTIC ATHLETICS

REPORT NUMBER ED090176

TITLE SPORT, SOCIALIZATION AND THE SCHOOL: TOWARD MATURITY OR ENCULTURATION?

AUTHOR(S) SCHAFER, WALTER E.

SOURCE OREGON SCHOOL STUDY COUNCIL, EUGENE.

NOTE 21 P.

PUB DATE JAN 74

ABSTRACT

THIS PAPER IS INTENDED TO CONTRIBUTE TO THE REEXAMINATION OF THE PROPER ROLE OF SPORT AND ITS ACTUAL RELATIONSHIP TO THE EDUCATIONAL ENTERPRISE OF WHICH IT IS A PART. TWO POLAR VIEWS OF THE PROPER PURPOSE OF SCHOOLING ARE DISCUSSED FIRST: EDUCATIONFOR MATURITY AND EDUCATION FOR ENCULTURATION. THE OPINION IS THEN SET FORTH THAT AMERICAN PUBLIC SCHOOLS APPROACH MORE CLOSELY THE ENCULTURATION RATHER THAN THE MATURITY IDEAL. INTERSCHOLASTIC SPORTS ARE HELD TO BE AN IMPORTANT MECHANISM FOR FOSTERING ENCLUTURATION; THEY CONTRIBUTE ONLY IN A LIMITED WAY TO THE MATURITY OF THE PARTICIPANT OF SPECTATOR. SEVERAL IMPLICATIONS OF THIS ANALYSIS FOR EDUCATIONAL POLICY TOWARD SPORT ARE DRAWN. IT IS FELT THAT SOCIOLOGISTS OF SPORT CAN AND SHOULD ACTIVELY CONTRIBUTE TO A MORE HUMANE SYSTEM OF SCHOOL ATHLETICS BY ADDRESSING THEMSELVES TO POLICY-RELATED QUESTIONS AND BY HELPING TO PLAN, IMPLEMENT, AND EVALUATE NEW MODELS OF SPORT AND PHYSICAL EDUCATION. (AUTHOR/DDO)

DESCRIPTORS

ATHLETICS
EDUCATIONAL SOCIOLOGY
MATURATION
SOCIALIZATION
CULTURAL ENRICHMENT
EXTRAMURAL ATHLETIC PROGRAMS
PHYSICAL EDUCATION

CITATION OSSC BULLETIN; V17 N5 JAN 1974

AVAILABILITY: OREGON SCHOOL STUDY COUNCIL, 124 COLLEGE OF EDUCATION,
UNIVERSITY OF OREGON, EUGENE, OREGON 97403 ($2.00)

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MDB 12.503 INTERSCHOLASTIC ATHLETICS

REPORT NUMBER ED079819

TITLE PHYSICAL RECREATION FACILITIES. A REPORT.

SOURCE EDUCATIONAL FACILITIES LABS., INC., NEW YORK, N.Y.

NOTE 57 P.

PUB DATE APR 73

ABSTRACT

NEW GOALS IN PHYSICAL EDUCATION ARE LEADING INSTRUCTORS TO SEEK NEW KINDS OF ATHLETIC FACILITIES. SCHOOL ADMINISTRATORS ARE IN THE PROCESS OF RETHINKING THE CLASSICAL FACILITIES, I.E., THE BOX-SHAPED GYMNASIUM --FACILITIES DESIGNED WITHOUT SENSITIVITY TO THE STUDENTS' DESIRE TO PARTICIPATE IN THE GAMES THEY CAN CONTINUE TO PLAY AFTER GRADUATION. THIS NEW THINKING ALSO INCLUDES THE DESIGN OF FACILITIES ORIENTATED TO THE FEMALE NEED TO HAVE A PLACE FOR BODY EXERCISE. THIS REPORT SEEKS TO DISPLAY THE VARIOUS CURRENT FORMS AND SHAPES OF FACILITIES DESIGNED FOR PHYSICAL EDUCATION, INTERSCHOLASTIC AND INTERCOLLEGIATE SPORTS, AND RECREATION. ALTHOUGH IT DOES NOT ADVOCATE ANY GENERAL SOLUTION FOR EVERYONE, THE REPORT DISPLAYS THE MORE IMAGINATIVE AND ECONOMICALLY PRUDENT SOLUTIONS TAHT HAVE BEEN BUILT OR PROPOSED FOR SPECIFIC SETTINGS. (PHOTOGRAPHS MAY REPRODUCE POORLY.) (AUTHOR/MLF)

DESCRIPTORS

AIR STRUCTURES
BUILDING CONVERSION
COOPERATIVE PLANNING
EXTRAMURAL ATHLETIC PROGRAMS
FIELD HOUSES
INTRAMURAL ATHLETIC PROGRAMS
RECREADTIONAL FACILITIES
SWIMMING POOLS
ATHLETIC FIELDS
BUILDING INNOVATION
COST EFFECTIVENESS
FACILITY IMPROVEMENT
FLEXIBLE FACILITIES
PHYSICAL EDUCATION FACILITIES
ROOFING

IDENTIFIERS

ARTIFICAL TURF
SHARED FACILITIES

AVAILABILITY: EDUCATIONAL FACILITIES LABORATORIES, 477 MADISON AVENUE, NEW YORK, NEW YORK 10022 ($3.00)

EDRS PRICE MF-$0.75 HC-$3.15 PLUS POSTAGE

1774

ME 12.504 RELATIONS WITH EDUCATION RESEARCH AND SERVICE CENTERS

REPORT NUMBER ED033087

TITLE ANALYSIS AND INTERPRETATION OF RESEARCH FOR SCHOOL BOARD MEMBERS. FINAL REPORT.

AUTHOR(S) STOLLAR, DEWEY H.; AND OTHERS

SOURCE TENNESSEE UNIV., KNOXVILLE. DEPT. OF EDUCATIONAL ADMINISTRATION AND SUPERVISION.

NOTE 305 P.

PUB DATE 12 MAY 69

ABSTRACT

THIS DOCUMENT CONTAINS REPORTS OF RESEARCH FINDINGS CONSIDERED OF SPECIAL RELEVANCE FOR SCHOOL BOARD MEMBERS. THE INTRODUCTION SUMMARIZES THE PROJECT WHICH INVOLVED SELECTING, ABSTRACTING, ANALYZING, AND INTERPRETING RESEARCH ON 27 TOPICS. EACH OF THE 27 RESUMES (WRITTEN IN 'LAYMAN'S LANGUAGE') INCLUDES QUESTIONS, REVIEW OF STUDIES, IMPLICATIONS, AND REFERENCES. TITLES ARE CAUSES OF TEACHER MILITANCY; COMMUNITY SUPPORT FOR EDUCATION: ELECTIONS INVOLVING SCHOOL ISSUES; ISSUES AND SETTLEMENTS IN TEACHER STRIKES; DECISIVE FACTORS IN POTENTIAL STRIKE SITUATIONS; EVALUATION OF SCHOOL PUBLIC RELATIONS PROGRAMS; APPROACHES TO SCHOOL-COMMUNITY RELATIONS; PUBLIC OPINION OF THE SCHOOLS; TRENDS IN TEACHER STRIKE ACTIVITY; TEACHER TURNOVER: WHY TEACHERS LEAVE THEIR JOBS; PUBLIC EXPECTATIONS OF BOARDS OF EDUCATION; MASS MEDIA IN SCHOOL-COMMUNITY RELATIONS; TEACHER INTERVIEW AND SELECTION TECHNIQUES; JOINT ENDEAVORS OF THE COMMUNITY AND SCHOOL; DECISION-MAKING AND BUDGETS; COMMUNICATING WITH THE PUBLIC; RECRUITMENT SOURCES: WHERE TO FIND NEW TEACHERS; DECISION-MAKING AND SYSTEMS ANALYSIS; TECHNIQUES FOR RECRUITING TEACHERS; TEACHER EVALUATION METHODS; TEACHER SELECTION PRACTICES: SUMMARY OF A CONFERENCE; LETTERS OF RECOMMENDATION IN TEACHER SELECTION; SCHOOL AND COMMUNITY CONFLICT; POWER STRUCTURE RELATION TO SCHOOL BOARDS; THE IMPACT OF COLLECTIVE NEGOTIATIONS UPON THE SCHOOLS; DECISION-MAKING BY GROUPS AND INDIVIDUALS; ADOPTION OF EDUCATIONAL INNOVATIONS; SCHOOL BOARD PARTICIPATION IN ADMINISTRATOR SELECTION. APPENDIXES INCLUDE THE ADVISORY COMMITTEE REPORTS AND 60 RESEARCH ABSTRACTS. (JS)

DESCRIPTORS
ADMINISTRATOR SELECTION
BOARD OF EDUCATION POLICY
BOARD OF EDUCATION ROLE
COLLECTIVE NEGOTIATION
DECISION MAKING
PERSONNEL POLICY
POLICY FORMATION
SCHOOL ADMINISTRATION
SCHOOL COMMUNITY COOPERATION
SCHOOL COMMUNITY RELATIONSHIP
SCHOOL PERSONNEL
SCHOOL POLICY
TEACHER EVALUATION
TEACHER MILITANCY
TEACHER RECRUITMENT
TEACHER SELECTION
TEACHER STRIKES

EDRS PRICE MF-$0.75 HC-$15.00 PLUS POSTAGE

MFB 12.505 STUDENT TEACHING

REPORT NUMBER ED046868

TITLE MERCER COUNTY TEACHER EDUCATION CENTER

AUTHOR(S) COOKE, W. R.

SOURCE MERCER COUNTY SCHOOLS, PRINCETON, W. VA.

NOTE 30 P.

ABSTRACT

THIS BOOKLET CONTAINS PROGRAM DESCRIPTION AND POLICY GUIDELINES FOR THE MERCER COUNTY TEACHER EDUCATION CENTER (PRINCETON, WEST VIRGINIA), A COOPERATIVE CENTER ORGANIZED AND OPERATED BY BLUEFIELD STATE COLLEGE, CONCORD COLLEGE, MERCER COUNTY PUBLIC SCHOOLS, AND THE W. VA. STATE DEPARTMENT OF EDUCATION. PART 1 SKETCHES THE HISTORY OF THE CENTER (FOUNDED IN JULY 1969) AND LISTS BASIC ASSUMPTIONS REGARDING COOPERATIVE RESPONSIBILITY FOR A COMPREHENSIVE PROGRAM OF TEACHER TRAINING. INCLUDED IS AN OUTLINE OF THE ADMINISTRATIVE ORGANIZATION AND LISTS OF THE DUTIES AND RESPONSIBILITIES OF THE ADVISORY COUNCIL (COMPOSED OF REPRESENTATIVES OF ALL COOPERATING ORGANIZATIONS), WHICH IS RESPONSIBLE FOR GENERAL SUPERVISION OF THE CENTER. PART 2, SKETCHES PROGRAM PHILOSOPHY AND DESCRIBES EACH COMPONENT: PRE-STUDENT TEACHING MODULES (EXPERIENCES IN THE PUBLIC SCHOOLS FOR COLLEGE SOPHOMORES AND JUNIORS), THE STUDENT TEACHING PROGRAM, THE INSERVICE EDUCATION PROGRAM THROUGHOUT THE COUNTY, AND THE CONTINUING EDUCATION PROGRAM FOR BEGINNING TEACHERS. PART 3 LISTS FUNCTIONS AND RESPONSIBILITIES FOR ALL INVOLVED: COUNTY SCHOOL SYSTEM, TEACHER EDUCATION INSTITUTIONS, STATE DEPARTMENT OF EDUCATION, CENTER COORDINATOR, STUDENT TEACHER (13 REQUIRED COMPETENCIES ARE LISTED), COOPERATING TEACHER, COLLEGE-BASED TEACHER EDUCATOR, COUNTY SUPERVISOR, BUILDING PRINCIPAL, AND EACH PUBLIC SCHOOL SELECTED AS A SITE FOR OBSERVATION AND STUDENT TEACHING. (JS)

DESCRIPTORS

ADMINISTRATOR ROLE
COLLEGE SCHOOL COOPERATION
INSERVICE TEACHER EDUCATION
SCHOOL ROLE
STUDENT TEACHING
BOARD OF EDUCATION ROLE
FIELD EXPERIENCE PROGRAMS
PRESERVICE EDUCATION
STAFF ROLE
TEACHER EDUCATION

IDENTIFIERS

MERCER COUNTY TEACHER EDUCATION CE
WEST VIRGINIA

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

MFB 12.505 STUDENT TEACHING

REPORT NUMBER ED117046

TITLE STUDENT TEACHING AND THE LAW. SCIP NO. 5

AUTHOR(S) HAZARD, WILLIAM R.

SOURCE ERIC CLEARINGHOUSE ON TEACHER EDUCATION, WASHINGTON, D.C.

NOTE 20 P.

PUB DATE JAN 76

ABSTRACT

THIS DOCUMENT EXPLAINS SOME ASPECTS OF THE LAW WHICH AFFECT TEACHERS IN GENERAL AND STUDENT TEACHERS IN PARTICULAR. FIVE ISSUES ARE EXAMINED. THE FIRST ISSUE CONCERNS STATE LAWS WHICH AFFECT STUDENT TEACHERS, WITH ILLINOIS AND INDIANA LAWS USED AS EXAMPLES. SOME OF THESE LAWS HAVE TO DO WITH LIABILITY INSURANCE, CREDENTIALLING, CLINICAL TRAINING, AND ARRANGEMENTS FOR STUDENT TEACHING. THE SECOND ISSUE IS TORT LIABILITY OF SCHOOLS AND TEACHERS. IT IS SUGGESTED THAT SUPERVISING TEACHERS MAY BE HELD RESPONSIBLE FOR HARM WHICH BEFALLS A STUDENT TEACHER THROUGH THEIR NEGLIGENCE, AND STUDENT TEACHERS CAN BE HELD RESPONSIBLE FOR THE SAFETY OF CHILDREN. THE THIRD ISSUE IS COLLECTIVE BARGAINING: TEACHER-BOARD NEGOTIATIONS CONCERNING STUDENT TEACHING. THE AUTHOR STATES THAT HE EXPECTS THE PROFESSION TO DEMAND MORE CONTROL OVER ASPECTS OF STUDENT TEACHING. THE FOURTH ISSUE CONCERNS SCHOOL DISCIPLINE; TWO IMPORTANT CASES ARE DESCRIBED: GOSS V. LOPEZ, AND WOOD V. STRIKCLAND. THE FIFTH ISSUE IS THE EMERGING CONCEPT OF A 'RIGHT TO LEARN'; THE PETER DOE AND IANNIELLO CASES ARE DISCUSSED. IN THE FORMER CASE, STILL PENDING, A HIGH SCHOOL GRADUATE HAS SUED THE SAN FRANCISCO SCHOOL SYSTEM FOR FAILING TO TEACH HIM TO READ. IF A RIGHT TO LEARN BECOMES AN ACCEPTED LEGAL CONSTRUCT, THE AUTHOR SPECULATES THAT SPECIFIC KINDS OF RESPONSIBILITIES OF SCHOOLS AND TEACHERS WILL HAVE TO BE CLARIFIED. (CD)

DESCRIPTORS

COLLECTIVE NEGOTIATION
DISCIPLINE
EDUCATIONAL LEGISLATION
PRESERVICE EDUCATION
STATE LEGISLATION
STUDENT TEACHING
COOPERATING TEACHERS
DUE PROCESS
LEGAL RESPONSIBILITY
SCHOOL RESPONSIBILITY
STUDENT TEACHERS
TEACHER RESPONSIBILITY

AVAILABILITY: SCIPS, ERIC CLEARINGHOUSE ON TEACHER EDUCATION, ONE DUPONT CIRCLE, N.W., SUITE 616, WASHINGTON, D.C. 20036 (1-9 COPIES, $0.55 EA.; 10-99 COPIES, $0.50 EA.; 100-999 COPIES, $0.45 EA.; 1000 OR MORE COPIES, $0.40 EA.)

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

REFERENCE LIST

TEXTUAL REFERENCE LIST

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